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ABSTRACT

The present volume is a 176-unit course in spoken Sesotho, designed to prepare Peace Corps volunteers to communicate using basic sentence patterns in the most commonly encountered cultural contexts. The units, or "microwave cycles" are presented in two phases, "manipulative" and "communicative" oral practices. The Sesotho material appears in phonemic transcription, with English glosses. Extensive cultural as well as grammatical notes to the student make up an integral part of the course. See AL 002 778 (Introduction to Spoken Baoule) for a brief explanation of the "microwave" approach. [Not available in hard copy due to marginal legibility of original document.] (AMM)

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An Introduction to Spoken Sesotho

Center For Applied Linguistics

L 002 779

AN INTRODUCTION TO SPOKEN SESOTHO

By

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and

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Center for Applied Linguistics

June 1968

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126. I'm not going to teach.
128. Bridle it, let me see.
130. I came by plane.
132. Wind, unwind.
134. What time did you arrive there?

135. Who has the ball?
137. Tomorrow (please) try to arrive on time.
139. I arrived last week.
141. Flailing the sorghum.
143. I said, hold the horse.
145. Get up, wash and eat.
147. They will sit down, drink beer, and sing.
149. They are passing near a tree which has a bell.
151. I see men who are threshing sorghum.
153. Winnowing wheat.
155. Where is your home?
157. I see six young girls.
159. What does the little pot contain?
161. Which school will you teach at?
163. I'm thinking of buying shoes instead of a hat.
165. Will you be at my feast?
167. Do you want to make him stop?
169. I haven't seen a thing yet.
171. I see two houses.
173. We saw many cars.
175. Who reads the Sesotho newspaper for him?
177. I'm teaching eight students.
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138. Tell him I want him.
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152. Close it when you've finished.
154. If you laugh at me, I'll be angry.
156. Greetings: Do you continue to be well?
158. I'm unable to ride today.
160. I'll be very sorry if you can't be there.
162. What were you doing at the cafe yesterday?
164. I see Bill doesn't ride well.
166. Hey man, you shouldn't talk about my mother!
168. Tankiso was a cook.
170. I wasn't buying food.
172. I've already said it.
174. I'm binding myself to work two years in Lesotho.
176. Lesotho became self-governing in 1966

M-1

- A. Present M-1 and M-2 by demonstrating C-1 yourself. Use the names of members of the class.
- B. Practice M-1 by having the students repeat each sentence after you.
- C. Test the students by giving a word from the left-hand column and having them respond with the full sentence.

Thabô	Kê-Thabô.	Thabo	I am Thabo (a boy).
Mathê	Kê-Mathê.	Mathe	I am Mathe (a boy or a girl).
John	Kê-John.	John	I am John.
Susan	Kê-Susan.	Susan	I am Susan.
[]	Kê-[].	[]	I am [].

M-2

mang?	U-mang?	who?	Who are you?
-------	---------	------	--------------

C-1

- A. Ask each student for his name.
- B. Have each student ask you for your name.
- C. Have the students ask each other for their names.

A: U-mang?	Who are you?
B: Kê-[John].	I am [John].

M-3

Proceed with M-3, M-4 and C-2 as you did above.

Thabô	Lebitsô la-ka kê-Thabô.	Thabo	My name is Thabo.
Mathê	Lebitsô la-ka kê-Mathê.	Mathe	My name is Mathe.
John	Lebitsô la-ka kê-John.	John	My name is John.
Susan	Lebitsô la-ka kê-Susan.	Susan	My name is Susan.
[]	Lebitsô la-ka kê-[].	[]	My name is [].

M-4

u-mang?	Lebitsô la-hao u-mang?	who are you?	What is your name?
la-hao	Lebitsô la-hao u-mang?	your	What is your name?
lebitsô	Lebitsô la-hao u-mang?	name	What is your name?

C-2

A: Lebitsô la-hao u-mang?	What is your name?
B: Lebitsô la-ka ke-[John].	My name is [John].
Or: Ke-[John].	Or: I'm [John].

C-3

To the student: After class use these questions to learn the names of other students (and teachers) who are in the Sesotho program. Do this several times. Immediate application of what you have learned in class is one of the secrets of successful language study.

TO THE STUDENT:

The short forms

U-mang?
Ke-Thabô.

are normally used by the Basotho among themselves. However, the longer forms (M-3, M-4)

Lebitsô la-ka ke-Thabô.
Lebitsô la-hao u-mang?

may be used where additional clarity is desirable. Their use is recommended in early conversations between a learner and Basotho, since the increase in redundancy will partially compensate for the student's initial difficulties in pronunciation and comprehension.

The literal meaning of "Lebitsô la-ka ke-Thabô." is "Name of mine, I (am) Thabo." The literal meaning of "la-hao" is "of yours (sg.)." In rapid speech lebitsô may be shortened to bitsô.

Some names are given only to boys (Thabô), some only to girls, while others (Mathê) are given to both boys and girls.

The letter combination <th> does not have the same value in Sesotho as it has in English:

<u>Thab</u> ô	is not at all like	<u>th</u> anks
Les <u>otho</u>	is not at all like	al <u>tho</u> ugh

The letter combination <ph> does not have the same value in Sesotho as it has in English:

<u>pho</u> lo	is not at all like	<u>ph</u> one
<u>pha</u> sa	is not at all like	<u>ph</u> ase

This orthographic difference between Sesotho and English will lead to mistakes if you try to learn Sesotho by reading it rather than by hearing it spoken. Hence, learn by listening, not by reading.

Hyphens are used in this course to join elements which in Sesotho really function together as a single word: ke-Thabô, u-mang, la-ka. These are written separately ("disjunctively") in the Lesotho orthography: ke Thabo, u mang, la ka. The use of hyphens, then, adds information needed by the language learner which is not necessary for the Mosotho reader. This modification will not interfere with the reading habits of the Mosotho teacher who uses these lessons nor with your own reading of Sotho literature at a later stage. Where the Lesotho orthography normally uses a hyphen (at the end of a line, or for compounds: bua-bua), in this course a double hyphen (bua=bua) will be used.

The Lesotho orthography (spelling system) uses the letter <o> for two significantly different vowels. Apparently this ambiguity does not disturb the Mosotho reader (meaning helps him to select the right vowel). However, for the language learner the marking of this distinction is absolutely necessary. In this course the "Basotho hat" is used to distinguish these two vowels:

/o/ and /ô/

In this cycle note the use of "hat" /ô/ in lebitsô, in contrast to the use of "plain" /o/ in the word Basotho.

Listen to your language instructor say the following:

ô		o	
Chôlô	(a name)	Pholo	(a name)
sêbôkô	a cry	sêboko	a worm
bôpa	sulk	bopa	create, form
rôka	praise	roka	sew
Tsăbô	(a name)	Khăbq	(a name)

Similarly, the Lesotho orthography uses the letter <e> for two significantly different vowels, and again the "Basotho hat" is used to make the necessary distinction for the language learner: /e/ and /ê/. In this cycle note the use of "hat" /ê/ in Mathê in contrast to the use of "plain" /e/ in kẹ-.

Listen to your language instructor say the following:

ê		e	
Chêlê	(a name)	Chêlê	(a name)
Thêbê	(a name)	Tšêpê	(a name)
êka	betray	eka	it is like
phêha	cook (v)	phêha	argue
tšêla	pour	tšela	cross (v)

One other minor modification of the Lesotho orthography is used in this course for the benefit of the language learner. Sesotho is a tone language, having either a relatively high or relatively low pitch on each syllable. The Lesotho orthography does not mark tone (except in one peculiar, isolated instance). The Mosotho reader can read without having the tones marked, but he cannot speak and be understood without putting in the right tones, as the following example will show (low tone is indicated by a hook under the vowel, high tone is indicated by underlining of the vowel):

Kẹ-Thabô. (low tone on /e/) "I am Thabo."

Kẹ-Thabô. (high tone on /e/) "It is Thabo."

(The hook may be thought of as pulling down the pitch, while the underscore may be thought of as pushing up the pitch.)

From this example it should be quite clear that the meaning of a word or sentence may depend entirely on the use of the correct tones. Right from the start you should imitate your teacher very carefully in this matter of tone. If you don't, or if you try to learn by reading rather than listening, you will put an English intonation on everything and not be understood (except by your teacher when he has become accustomed to your impossible way of speaking Sesotho).

In this course syllables with a high tone are marked by the use of "underscore", and syllables with a low tone are left unmarked (except for a few words which are always marked for low tone by a hook; e.g., kẹ-, first person singular subject pronoun). For example, the sentence in M-4 has been marked as follows:

Lebitsô la-hao u-mang?

This really means:

Lebitsô la-hao y-mang?

In the early cycles all words and sentences are marked for tone. In the later cycles, for reasons of economy, it has not been possible to mark all of them.

In addition, tone is marked by both "hook" and "underscore" at a few of the most crucial points (as in the case of the difference between ke- and ke-above). This simply means that low tone, normally indicated by the absence of a mark under the vowel, is in these few instances specially marked by "hook" as a reminder to you to pay particular attention at this point.

While the Lesotho orthography does not normally mark tone differences, there is one contrast between high tone and low tone that is indicated in a peculiar way. In spoken Sesotho the second person singular pronoun prefix for "you" and the third person singular pronoun prefix for "he, she" differ only in tone: the former is low tone, the latter is high tone: /o/ "you" and /o/ "he, she". The only difference between these two forms is that of tone; the vowel qualities are identical. Yet the Lesotho orthography writes the second person singular pronoun prefix as <u> rather than <o> to distinguish it from the third singular form which is written as <o>. Hence when you find a written <u> meaning "you", you will have to remember that in speech the quality of the vowel is really /o/ and is distinguished in spoken Sesotho from "he, she" by only a tone difference:

U-tsoa kae? Where do you come from? <u> = /o/ low tone

O-tsoa kae? Where does he/she come from? <o> = /o/ high tone

This course retains this convention of the Lesotho orthography, without any further modifications (i.e., without the use of the hook to indicate low tone). This creates no problems if you learn Sesotho by carefully imitating your language instructor; however, when you read Sesotho, you will have to make a special effort to remember that <u> ("you") = /o/, while <o> ("he, she") = /o/.

If you listened carefully, you may have noticed some differences in intonation (pitch level, stress-rhythm pattern) between statements and questions. There will be discussion and practice of this difference in cycles 13 and 15; in the meantime imitate your teacher as carefully as you can.

TO THE TEACHER:

When teaching the "M-phases" in this cycle, you will notice that M-3 and M-4 are slightly different in the way they are constructed. M-3 has a set of sentences which are exactly alike except for the name in each one. M-4, on the other hand, has a single sentence, repeated three times. In "testing" whether or not the students have practiced the sentences of M-3 sufficiently, give them the cue word from the left-hand column and they will respond with the full sentence, substituting the cue word in the proper place.

<u>Teacher</u>	<u>Response</u>
Thabô	Lebitsô <u>la-ka</u> kẹ- <u>Thabô</u> .
Mathê	Lebitsô <u>la-ka</u> kẹ- <u>Mathê</u> .
John	Lebitsô <u>la-ka</u> kẹ- <u>John</u> .

In testing M-4, give them various fragments of the sentence and the students will respond with the entire sentence:

<u>Teacher</u>	<u>Response</u>
u-mang?	Lebitso <u>la-hao</u> <u>u-mang?</u>
<u>la-hao</u>	Lebitso <u>la-hao</u> u-mang?
lebitsô	<u>Lebitsô</u> <u>la-hao</u> u-mang?

Most of the "M-phases" in this course are constructed like M-3. It is important to remember, however, that any sentence can be practiced and tested as you did in M-4; so, if a student is having difficulty in pronouncing or remembering a sentence, you can construct this kind of "M" yourself, right on the spot, to give the student some additional practice. For example, the first sentence in M-3:

<u>Teacher</u>	<u>Response</u>
kẹ-Thabô	Lebitsô <u>la-ka</u> kẹ- <u>Thabô</u> .
<u>la-ka</u>	Lebitsô <u>la-ka</u> kẹ- <u>Thabô</u> .
lebitsô	<u>Lebitsô</u> <u>la-ka</u> kẹ-thabô.

Throughout this course square brackets [] are used to indicate that you should also substitute other words at this point, taking them from material previously learned or, in the case of this cycle (C-1, C-2), using the names of students and teachers involved in the Sesotho program.

In the course of conducting the class you will need to give some brief instructions and comments. The following Sesotho phrases are suggested for such use. Do not translate or explain them. Their meaning will quickly become clear by the way you use them in conducting the class.

Classroom phrases

Ke-hantlê.

Hapê.

Bua haholo.

Lula fatše.

Mamêla.

Mamêla hantlê.

Êkê/êkêê.

Lula möna.

Eseng "la-k'ha," e-re "la-ka."

At first your students are likely to pronounce Sesotho words with English sounds. But you must insist that they imitate you carefully. At times it will be sufficient to call their attention to the difference between a real Sesotho pronunciation and their English-influenced attempts. For example, in this cycle, students should pay careful attention to the quality of /e/:

kê-

lebitsô

Chele

eka

The Sesotho word kê- may sound like the English words Kay or key to your students, and Chele may sound like the English word chili, but in fact the Sesotho /e/ is not exactly like any of its apparent English equivalents. Your students may be able to master this vowel sound simply by carefully imitating your speech.

In addition to telling the student which of the sounds he is pronouncing badly, it is often useful to give him a brief pronunciation exercise. This can be done as part of the regular classroom activity, using both the pronunciation exercises found with some of the cycles and the more general set

of pronunciation exercises (given separately after all of the cycles). If there are points of pronunciation that students cannot learn by imitating your speech, then a technical discussion of the sound problems involved by the language co-ordinator may be helpful.

P-1

<u>Low-Low</u>	<u>Low-High</u>	<u>High-Low</u>
Th ₃ b ₀	Ma ₃ th ₀	So ₃ th ₀
Ts ₀ ek ₀	Ch ₀ el ₀	Th ₀ eb ₀
T ₀ ef ₀	Ch ₀ el ₀	T ₀ sep ₀
Pa ₀ l ₀	Ch ₀ l ₀	T ₀ ab ₀
Ch ₀ ak ₀	Ph ₀ lo ₀	Kh ₀ ab ₀

a) Pronounce each of the columns in turn so that the students can hear the respective tonal patterns. Repeat the process, giving the tonal pattern after each name: e.g., "Th₃b₀, low-low," placing the appropriate Sesotho tones on the English identification labels. (It is sometimes helpful to repeat the tones of each name by humming them after pronouncing the name.)

b) Give names from the first two columns randomly, allowing the class to identify the tonal patterns by responding "low-low", "low-high". Do the same for the first and third, the second and third, and then finally all three columns.

c) If you have time, practice the recognition of these tone contrasts by putting these names into the sentence patterns of M-1 and M-3.

d) Two syllable words (and names) may also have a "high-high" tone pattern. Since these are somewhat difficult to distinguish from the "high-low" pattern, they are practiced in cycle 3 rather than here.

Cycle 2 Greetings (to one person): Hello.

2-1

M-1

Lumêla.

Greetings.

Khôtsô.

Peace.

C-1

A: [Lumêla].

[Greetings].

B: [Lumêla].

[Greetings].

M-2

ntatë

Lumêla ntatë.

father/sir

Greetings, sir.

mmê

Lumêla mmê.

mother/madam

Greetings, madam.

Thabô

Lumêla Thabô.

Thabo

Greetings, Thabo.

Susan

Lumêla Susan.

Susan

Greetings, Susan.

M-3

ntatë

Khôtsô ntatë.

father/sir

Peace, sir.

mmê

Khôtsô mmê.

mother/madam

Peace, madam.

M-4

ntatë

Ēë, ntatë.

father/sir

Yes, sir.

mmê

Ēë, mmê.

mother/madam

Yes, madam.

C-2

A: Lumêla [ntatë].

Greetings, [sir].

B: Ēë, [ntatë].

Yes, [sir].

C-3

A: [Ntatë].

[Sir].

Or: Ēë, [ntatë].

Or: Yes, [sir].

B: Ēë, [mmê].

Yes, [madam].

C-4

A: Khôtsô [mmê].

Peace, [madam].

B: Khôtsô.

Peace.

Or: Ēë, [ntatë].

Or: Yes, [sir].

Or: Khôtsô [ntatë].

Or: Peace, [sir].

TO THE STUDENT

The greetings exchange is far more important in Basotho life than in American life; people (even total strangers) do not meet or pass each other without at least exchanging some brief form of greeting (if not, suspicions are aroused!). The simple use of lumêla and khôtsô will open many "doors" for you as a newcomer to Basotho life. Both lumêla and khôtsô are commonly used as greetings; some individuals may express a preference for one or the other, but both are widely used and acceptable.

The greetings exchange has basically three parts:

1. Acknowledgement (as in C-1, C-2, and C-3 of this cycle)
2. Inquiries about well-being (as in cycle 6)
3. Inquiries about points of departure and destinations (as in cycle 8).

There is a fair amount of variation in the expressions used, as can be seen in the C-phases of this cycle, and the length of the greetings ranges from the brief exchanges here to an extended exchange containing all three parts. While the form of the greetings varies, the need for greeting people does not vary: it is mandatory. Greet everybody you meet or pass, including strangers. In many situations where you may think it improper to extend greetings (by comparison with the American pattern) it is in fact improper to refrain from using them!

Ntate and mmê are used to address men and women, whether or not they are actually fathers or mothers; even fairly young children may be addressed in this way. Chiefs are addressed as morêna. In addition this term is frequently used in addressing males to whom one wishes to show respect. It can also be used jokingly among friends. Since there are possibilities of misusing morêna or being misunderstood, it is preferable initially to use ntate (even in those cases where you suspect morêna would be acceptable); ntate is acceptable in all situations, including those where morêna is customarily or frequently used. European (white) males will often be addressed as "morêna".

While personal names can be used in the greetings (as in M-2), they are used less than in American life. The use of ntate, mmê, and other words denoting relationships (ausi, my elder sister; ngoan'eso, my brother/sister) is very common, and, as indicated above, is not limited to actual kinship.

The tone pattern of a word is not invariable; in certain grammatical constructions it may change. For example, in C-4 observe that there is a tone change on the second syllable of khôtsô:

A: Khôtsô [mmê].

B: Khôtsô.

A high tone at the end of a sentence, when immediately preceded by a low tone, is often lowered in pitch so that it hardly sounds like a high tone:

For example: Katso ntatë.

The /n/ in ntatë and the first /m/ in mmê are nasal syllabics; that is, these nasals (occurring before a consonant, never a vowel) are syllables, just like any of the consonant + vowel sequences in Sesotho. In terms of pronunciation this means that ntatë is said with three syllables, mmê, with two, and that each of these nasal syllabics has its own tone:

ntatë

mmê

The Lesotho orthography indicates nasal syllabics before /m/ or /n/ with an apostrophe:

mmê (mother) is written as <'me>

nna (I/me) is written as <'na>

In this course, however, these nasal syllabics will be written as /m/ or /n/ rather than as apostrophe.

In Sesotho /l/ is pronounced as [d] when occurring before /u/ and /i/:

lumêla

[d] [l]

lijöng (dining room)

[d]

Before the other vowels it is pronounced as [l] (very similar to the English [l]).

The Lesotho orthography (spelling system), as pointed out in cycle 1, uses the letter <o> for two significantly different vowels, and the letter <e> for two significantly different vowels. These are distinguished in this course by the use of the "Basotho hat":

/o/ and /ô/

/e/ and /ê/

In addition, the vowel /ê/ has a variation which occurs 1) in a limited set of words and 2) elsewhere in a predictable set of circumstances (when followed by certain consonants and vowels). It is useful for learning purposes to distinguish this special variation of /ê/ by the use of a "double-dot" (umlaut):

/ë/

Two words in this cycle have this variation: ntatë, ëë. The difference in sound between /ë/ and /ê/ is not too difficult for an English speaker to hear. However, the difference between /e/ and /ë/ is difficult to hear. It is nevertheless a crucial one for the Sesotho speaker: while the English learner may not hear (and produce) this difference, it is an essential one for the Sesotho speaker.

Because the distinction between these two vowels is more difficult to acquire, extensive usage of the /ë/ vowel is deferred until cycle 39. Of more immediate importance is the difference between /e/ and /ê/. This distinction can easily be heard by the English speaking learner, but it seems somewhat difficult to control consistently in production. Careful use of the pronunciation exercises will help considerably.

What has been said here about a variation of the vowel /ê/ which requires the use of /ë/ for teaching purposes is also true of the vowel /ô/. It too has a variation, written as /ö/ in this course, which is exactly parallel in the circumstances of its occurrence to /ë/. It is first encountered in cycle 5.

In summary, the Lesotho orthography has two letters, <e> and <o>, each of which (from the standpoint of language structure) is two different vowels:

/e/ and /ê/

/o/ and /ô/

For accurate pronunciation it is further necessary to distinguish a third pair of vowels which are special variants of /ê/ and /ô/. This is done by marking these variants with a "double-dot":

/ë/

/ö/

TO THE TEACHER:

The square brackets in C-1 to C-4 indicate that other appropriate words should be substituted for additional practice. This convention will be used throughout this course; usually the appropriate substitution is one that has been learned in the M-phase of the cycle, though sometimes appropriate substitutions may come from earlier cycles.

M-1 should be taught by simple repetition. See the notes in cycle 1 for some phrases that should be used in conducting the class.

In the C-phases, an alternative sentence will often be given, as in C-3:

A: [Ntatë].

Or: Ēē, [ntatē].

B: Ēē, [mmê].

The word "or" is used to indicate:

- a) A slight change of expression, with no significant change of meaning.
- b) A shorter way of saying the same thing.
- c) A change in the direction of the dialog (e.g., the answer to a question may be no instead of yes.

Use the following pronunciation exercises in class:

P-1

<u>Present</u>	<u>Absent</u>
mpheta	pheta
mpalama	palama

ntatê	tata
ntima	tima
nthusa	thusa

mmê	ma-
mmala	mala
mmali	mali

- Demonstrate the difference between the presence and absence of syllabic nasals.
- Give the above randomly, having the students respond "present" or "absent".
- Use additional materials from the separate pronunciation exercises as necessary.

P-2

<u>High-Low</u>	<u>High-High</u>
Tsábô	Pitsô
Phîrî	Korî
Tšîta	Sêta
Thêbê	Tšelê
Khabô	Tšolô

- Demonstrate the difference between these two tone patterns.
- Give the above names in random order and have the students identify them by responding "high-low" or "high-high". (Some students may notice that there is a slight drop in the pitch of the second "high" in the "high-high" pattern, just as there is a slight drop in the pitch of the second "low" in the "low-low" pattern. This does not change the tone designations; it is the relative "high" and "low" which is significant.)
- Give the "high-high" group in comparison to the "low-high" group (in cycle 1) as an exercise. Do the same comparison with the "low-low" group.

M-1

Introduce M-1 by first demonstrating C-1, using your own name and the names of each of the members of the class. This will give you an excellent opportunity to emphasize the importance of the tonal difference between ke- and ke-.

Thabô	<u>Ke</u> -Thabô.	Thabo	It is Thabo.
Mathê	<u>Ke</u> -Mathê.	Mathe	It is Mathe.
Mphô	<u>Ke</u> -Mphô.	Mpho	It is Mpho.
Susan	<u>Ke</u> -Susan.	Susan	It is Susan.

C-1

A: <u>Ke</u> -[Mphô]. (Pointing to self).	I am [Mpho].
<u>Ke</u> -[Susan]. (Pointing to Susan but speaking to someone else.)	She is [Susan].

M-2

<u>ke</u> -	<u>Ke</u> -mang?	it	Who is it?
mang?	<u>Ke</u> -mang?	who?	Who is it?

C-2

A: <u>Ke</u> -mang?	Who is he?
B: <u>Ke</u> -[John].	He is [John].

M-3

<u>ke</u> -Thabô	Leb <u>its</u> ô <u>la</u> - <u>hae</u>	he is	His name is Thabo.
	<u>ke</u> -Thabô.	Thabo	
leb <u>its</u> ô	Leb <u>its</u> ô <u>la</u> - <u>hae</u>	his name	His name is Thabo.
<u>la</u> - <u>hae</u>	<u>ke</u> -Thabô.		

M-4

<u>ke</u> -mang?	Leb <u>its</u> ô <u>la</u> - <u>hae</u> <u>ke</u> -mang?	who is	What is his/her name?
		he/she?	
<u>la</u> - <u>hae</u>	Leb <u>its</u> ô <u>la</u> - <u>hae</u> <u>ke</u> -mang?	his	What is his/her name?

C-3

A: Lebitsô la-hae ke-mang?

What is her name?

B: Lebitsô la-hae ke-[Susan].

Her name is [Susan].

C-4

A: Ke-mang?

Who is he?

B: Ke-[Thabô].

He is [Thabo].

A: Ke-mang?

Who am I?

B: U-[John].

You are [John].

TO THE STUDENT

The importance of correctly hearing and producing the difference between high and low tone in Sesotho is clear from C-1 (where tone alone distinguishes between "I" and "he/she"):

A: Ke-Mphô.

B: Ke-Susan.

By now you have probably observed that Sesotho does not have a word for the verb "to be" in the following:

Ke-Thabô.

U-mang?

Ke-mang?

Ke-Thabô.

In these cases the sentence is simply Subject Pronoun + Predicate. Later you will learn constructions that do use words (ba, le, and na) to express "to be".

TO THE TEACHER

The last two sentences in C-4 are familiar sentence patterns with familiar vocabulary but in combinations that were not practiced in any of the M-phases. If students have any difficulty with these, it probably means that they have not thoroughly mastered the previous material.

The vowel sequence -ae will be troublesome for some of your students. Insist on a good pronunciation when the class is working on the M- and C-phases. For extra practice have the class listen to and imitate the vowel sequence in the following:

la-hae

lepae

thae

Mothae

koae

ntat'ae

E-1

Low Tone <u>I</u>	High Tone <u>he/she</u>
Ke- <u>Thabô</u> .	Ke- <u>Thabô</u> .
Ke- <u>Mathê</u> .	Ke- <u>Mathê</u> .
Ke- <u>Mphô</u> .	Ke- <u>Mphô</u> .
Ke- <u>Susan</u> .	Ke- <u>Susan</u> .
Ke- <u>John</u> .	Ke- <u>John</u> .
Ke-[].	Ke-[].

Use the above exercise, adding names from the class, to give students practice in hearing and producing the tone difference.

- Have the students listen as you pronounce first one column, then the other, and finally items from each column in comparison.
- Give the sentences in random order, having the students respond "low" or "high".
- Have the students repeat the above after you, paying close attention to the tone difference.
- Test the ability of your students to produce this difference.

E-2

<u>my...</u>	<u>your...</u>	<u>his/her...</u>
leb <u>itsô</u> la-ka	leb <u>itsô</u> la- <u>hao</u>	leb <u>itsô</u> la- <u>hae</u>
leb <u>ese</u> la-ka	leb <u>ese</u> la- <u>hao</u>	leb <u>ese</u> la- <u>hae</u>
let <u>soai</u> la-ka	let <u>soai</u> la- <u>hao</u>	let <u>soai</u> la- <u>hae</u>
leng <u>ôlô</u> la-ka	leng <u>ôlô</u> la- <u>hao</u>	leng <u>ôlô</u> la- <u>hae</u>
leb <u>ênkêlê</u> la-ka	leb <u>ênkêlê</u> la- <u>hao</u>	leb <u>ênkêlê</u> la- <u>hae</u>
les <u>aka</u> la-ka	les <u>aka</u> la- <u>hao</u>	les <u>aka</u> la- <u>hae</u>
lets <u>ôhô</u> la-ka	lets <u>ôhô</u> la- <u>hao</u>	lets <u>ôhô</u> la- <u>hae</u>

The above exercise gives an opportunity to re-inforce the possessive pronouns learned this far. (All of these nouns, except the first, are unknown to the students; for this exercise it is not necessary to translate or explain them; let the students focus their efforts on distinguishing the possessives.)

- Give the above in random order, having the students respond with "my", "your", or "he/she".
- Test your students as follows:
 T: lebitsô: his S: lebitsô la-ka T: lebitsô la-ka
 T: lebese: your S: lebese la-hao T: lebese la-hao
 etc.

(The teacher's response after the student serves to correct the student if he was mistaken, or to verify his answer if it was correct. This is an important step in good teaching. You will help your students considerably if you develop the habit of giving the correct answer after the student's response.)

Cycle 4 Leave-taking: Go in peace.

4-1

M-1

sala	Sala <u>hantlê</u> .	stay	Stay well.
tsamaea	Tsamaea <u>hantlê</u> .	walk, go	Go well.

C-1

A:	Sala <u>hantlê</u> .	Stay well.
B:	Tsamaea <u>hantlê</u> .	Go well.

M-2

tsamaea	Tsamaea <u>ka-khôtsô</u> .	go	Go in peace/peacefully.
sala	Sala <u>ka-khôtsô</u> .	stay	Stay in peace/peacefully.

C-2

A:	Sala <u>hantlê</u> [ntatê].	Stay well, [sir].
B:	Tsamaea <u>ka-khôtsô</u> .	Go in peace.

C-3

A:	Tsamaea <u>ka-khôtsô</u> .	Go in peace.
B:	Sala <u>ka-khôtsô</u> .	Stay in peace.

C-4

A:	Tsamaea <u>hantlê</u> [mmê].
	Or: Tsama'a <u>hantlê</u> .
B:	Sala <u>ka-khôtsô</u> .

C-5

A:	Sala [<u>hantlê</u>] [mmê].
B:	Tsamaea [<u>hantlê</u>] [ntatê].

TO THE STUDENT

Sesotho has no exact equivalent for "good-bye". Instead people say "go well, stay well". There is no fixed order for the use of Sala hantlê and Tsamaea hantlê in the leave-taking exchange; either may be said first.

Tsamaea ka-khôtsô can also be expressed as Tsamaea le-khôtsô (go with peace).

Hantlê, ka-khôtsô, and le-khôtsô are used as adverbs.

In rapid speech tsama_aea can reduce to tsama'a:

Tsama'a ka-kh_ôtsô.

Tsama'a han_tlê.

If you have been listening carefully to your teacher's pronunciation, you may have observed two features of sentence pronunciation:

1. Final syllables, especially those with a low tone, are often very weak, to the point of sometimes being "whispered" (unvoiced) rather than spoken outloud (voiced). For example, listen to the last syllables in:

Ke-Thabô.

Sala han_tlê.

2. The penultimate (second to last) syllable of a statement is longer than other syllables. You can observe this lengthening on the /n/ in han_tlê and on the first /ô/ in kh_ôtsô:

Sala han_tlê.

[nn]

Tsama_aea ka-kh_ôtsô.

[ôô]

This lengthening is automatic in statements, but, as you may already have observed, it does not occur with questions. It also occurs when words or names are spoken in isolation:

Thabô

[aa]

leb_itsô

[ii]

In a later cycle you will practice this as one of the differences between statements and questions. In the meantime, listen carefully to your teacher and imitate his lengthening of the penultimate syllable.

In class, whenever the teacher asks for individual responses, you should be mimicing or responding silently rather than just sitting idly by, waiting for your turn. Talking to yourself like this gives you extra practice, and it is a habit which can serve you well later on in Lesotho when you will have to "pick up" much of the language. There are occasional dangers in repeating vocally whatever you hear a Mosotho say, but there is the greater danger of not learning the language well because of inadequate practice. To learn Sesotho well you will have to use your mouth more than your head. So get lots of practice, mimicing silently in class and vocally outside of class whenever you hear a Mosotho speak.

When repeating a sentence after the teacher, there is a tendency for students, when they lack confidence, to superimpose the English intonation which says, in effect: "Am I saying this correctly?" Placing such an English intonation over a Sesotho sentence serves no useful purpose, so use the intonation (the up and down variations of pitch) which your Sesotho teacher gives you.

The Basotho are one of the most literate groups in all of Africa. They have a long tradition of literacy and literature which goes back to the middle of the 19th century and the work of the early French protestant missionaries. Many Sesotho books and a number of newspapers are available. Many personal letters and messages are exchanged in Sesotho. But one of the most visible evidences of this literacy is the large number of signs and notices which appear along the streets and roads, in stores, and outside of office buildings. Sometimes these are diglot signs, written in both Sesotho and English. But frequently they are in Sesotho only, like the signs at the airport and the Maseru border post which welcome visitors to Lesotho

Kêna ka-khôtso	(Enter in peace)
----------------	------------------

and bid them farewell.

Tsamaea ka-khôtso	(Depart in peace)
-------------------	-------------------

TO THE TEACHER

This is a short cycle, so there should be ample time during the class period to review cycle 2 and to give some special attention to the pronunciation problems of the students.

English speaking students find it difficult to say /o/ and /ô/ in a Sesotho fashion. They tend to put a [w] after these vowels, but they need to learn not to do this. There are pronunciation materials in the appendix of this course which will provide for practice in mastering /o/ and /ô/. If the class time is limited, at least check on the pronunciation of each student of the following words:

Thabô
khôtso
Mphô
lebitsô

Cycle 5 Identification: What's this?

M-1

eng?	Höo ke-eng?	what	What is this?
höö	Höo ke-eng?	this	What is this?

M-2

buka	Ke-buka.	book	It's a book.
pêne	Ke-pêne.	pen	It's a pen.
koranta	Ke-koranta.	newspaper	It's a newspaper.
setulô	Ke-setulô.	chair	It's a chair

C-1

A: Höo ke-eng?	What is this?
Or: Höo ke'ng?	
B: Ke- [buka].	It's a [book].

C-2

Now use this question, Höo ke-eng?, to obtain further information from your teacher about other objects in the classroom. It is not necessary for you to learn and remember all the new words you get this way. The important thing is that you have the experience of using this question to get new information.

Student: Höo ke-eng?

Teacher: Ke-[].

M-3

Use pictures (from magazines, for example) or the actual objects for practicing M-3.

lijô	Ke-lijô.	food	It's food.
lebese	Ke-lebese.	milk	It's milk.
nama	Ke-nama.	meat	It's meat.
bohobê	Ke-bohobê.	bread	It's bread.

C-3

A: [John] h³ö_u ke-eng?

John, what is this?

B: Ke-[li_jô].

C-4

Find out the Sesotho words for the following during your next meal at the dining hall (using this question, of course!): coffee, sugar, fork.

TO THE STUDENT

Sesotho has no word for "a" or "the". This distinction is simply not made. For example, in the following sentences it is necessary to supply "a" or "the" in order to have a good English translation:

Ke-buka. It's a/the book. (Lit: It book.)

Mphê pênê. Give me a/the pen. (Lit: Give me pen.)

This may seem to be a language deficiency or handicap, but rest assured that Sesotho has other means (e.g., the demonstrative pronouns) to make a reference to the earlier mention of an object when it is necessary to do so.

Cycles 1-4, as well as many more to come, teach language which is useful for social purposes. This cycle and cycle 9, however, give some basic language tools which are extremely helpful in "picking up" Sesotho. Use these tools frequently (see C-4).

The sound of /j/ in

li_jô food

ka_jëno today

joala beer

is pronounced as [dž] (the sound of "j" in "judge") or as [ž] (the sound of "z" in azure). Both pronunciations are used, though [dž] tends to appear in careful speech, while [ž] is used more in rapid speech. The [d] in [dž] is weakly articulated. Your informant will use both, and so should you.

In C-3 both the long and the short forms of eng? are used:

... ke-eng?

... ke-'ng?

The short form is normally used, with the use of the full form of eng? limited to very careful speech and a few other special circumstances. The apostrophe (as in ... ke-'ng?) is frequently used in the Sesotho writing system to indicate a contraction.

The word hōō will not serve to translate all occurrences of the English "this" (e.g. nthô ëna, thing this), so do not attempt to extend the use of hōō to other sentences at this time.

Compare the following sentences:

Ke-mang? Who is he? (Lit: it who?)
Ke-eng? What is it? (Lit: it what?)

* * * * *

Lebitsô la-hae ke-mang? What is his name? (Lit: name his it what?)
Höö ke-eng? What is this? (Lit: this it what?)

The second set of sentences has a Subject Pronoun + Predicate, just like the first set. But in addition the sentences of the second set have an Independent Subject: lebitsô la-hae, and höö. These two sets of sentences can be summarized (in grammatical terms) as follows:

Subject Pronoun + Predicate

* * * * *

Independent Subject + Subject Pronoun + Predicate

Another order is possible for Höö ke-eng?: Ke-eng höö?

TO THE TEACHER

If there is time in class, demonstrate the difference between

Höö ke'ng? What's this?

and Höö ke'ng? What's that?

by asking students the names of objects close to you (Höö ke'ng?) and the names of objects at a slight distance from you (Höö ke'ng?). Their responses in both cases will be the same:

Ke-[].

This will give them further practice in hearing tone distinctions.

Use the question device in C-1 later in the course as a way of teaching the names of objects.

The following are some additional phrases to use in conducting the class. Use them without translation or explanation, but in such a way that the meaning soon becomes clear from the situation in which they are used.

Classroom phrases

Nkêtsisê.	Kaofêla
Nkêtsisê hantlê.	ĒĒ, ho-joalö.
Nkêtsisê hapê.	Ê-ê, ha-ho-joalö.
Mamêla hapê.	Leka ho-bua hantlê.
Hapê-hapê.	Ke-phêthô.

M-1

joang?	U-phela joang?	how	How are you? (lit. How do you live?)
phela	U-phela joang?	live	How are you?

M-2

hantlê	Kê-phela hantlê.	well	I'm well.
phela	Kê-phela hantlê.	live	I'm well.

C-1

A: U-phela joang?	How are you?
B: Kê-phela hantlê.	I'm fine.

C-2

A: Lumêla [ntatê].
Or: Khôtsô [ntatê].
B: Êë, lumêla [mmê].
A: U-phela joang?
B: Kê-phela hantlê.

C-3

A: U-phela joang?	
B: Kê-phela hantlê.	
Uêna u-phela joang?	You, how are you?
A: Kê-phela hantlê.	I'm fine.

C-4

A: [Lumêla] [mmê].
B: Êë, lumêla [ntatê].
A: U-phela joang?
B: Kê-phela hantlê.
Uêna u-phela joang?
A: Kê-phela hantlê.

M-3

phela	U-phela joang?	live	How are you?
tantša	U-tantša joang?	dance	How do you dance?
ithuta	U-ithuta joang?	work	How do you study?

M-4

phela	Kę-phela hantlê.	live	I'm well.
tantša	Kę-tantša hantlê.	dance	I dance well.
sëbëtsa	Kę-sëbëtsa hantlê.	work	I work well.
bua	Kę-bua hantlê.	speak	I speak well.

C-4

A: U-[tantša] joang?	How do you [dance]?
B: Kę-[tantša] hantlê.	I [dance] well.
Or: Hantlê.	Or: Well.

TO THE STUDENT:

This cycle is concerned with the second of the three parts of a full greetings exchange, discussed in cycle 2:

- 1) Acknowledgment
- 2) Inquiries about well-being
- 3) Inquiries about points of departure and destinations (cycle 8)

Inquiries about individual well-being can take several forms, only one of which is introduced here. Inquiries about family members of other individuals are not normally part of the greetings exchange (except when the two parties are close acquaintances). If two people meet and for some reason omit either of the first two parts of the greetings, it is considered quite proper, even necessary, to return to the greetings (when the original reason for omitting them has been disposed of) and complete them.

Previous cycles have introduced sentences consisting of Subject Pronoun + Predicate:

Kę-Thabô.

U-mang?

and Imperative + Adverb:

Tsamaea hantlê.

In this cycle another type of sentence is introduced, Subject Pronoun + Verb + Adverb:

Ke-phela hantlê.

U-tantša joang?

The statement and the question both have the same word order in Sesotho. The difference between them is made by the use of a question word, and by a raising of the entire pitch level of the question, and by an absence of penultimate lengthening (cycle 4) in the question. These differences will be practiced further in cycle 15.

The /ɛ/ in sêbêtsa (M-3) differs noticeably in quality from the /ê/ in Thêbê or tsêbê (ear); in fact it sounds almost like the /e/ in Tšepe or sebe (sin). In cycle 2 /ɛ/ was identified as really a variation of /ê/ which occurs in a limited set of words or in a predictable set of circumstances. One of these circumstances can be observed in sêbêtsa: The consonant /ts/ is never preceded by /ê/; or to put it another way, the vowels in sêbêtsa are /ê/ which have changed to /ɛ/ because of the influence of /ts/. In later cycles you will learn a set of consonants and vowels which by their presence change /ê/ to /ɛ/ and /ô/ to /ö/.

The Lesotho orthography writes [w] and [y] in a manner that will strike you as odd until you have become accustomed to it:

[w] is written as <o> (joang, in M-1) and in some cases <u> (uêna, in C-2)

[y] is written as <e> (tsamaea in cycle 2)

Hence, in this cycle uêna is pronounced as [wêna]. There will be further comment on this convention as it is encountered in later cycles, however, the safest rule is to learn the pronunciation of Sesotho by listening to your language instructor rather than reading.

TO THE TEACHER:

Uêna, used in C-2, is not taught in the M-phase. After C-1 has been practiced, uêna can be introduced simply by your taking the part of "B" in C-2 with all of the students.

Normally the students should have their books closed during the class period. It may be useful, however, to ask them to open their books for a quick glance at the longer C-phases (such as C-2 and C-4) in order to memorize the order of the conversation. This should be very brief, and it should be followed by extensive practice with the books closed. For these purposes you can give the necessary instructions in Sesotho without translating or explaining them:

Phetlang libuka tsa-lona.

Koahelang libuka tsa-lona.

Cycle 7 Identification: Who is your teacher?

M-1

tichêrê	Tichêrê ea-hao ke-mang?	teacher	Who is your teacher?
ea-hao	Tichêrê ea-hao ke-mang?	your	

M-2

tichêrê	Tichêrê ea-ka ke-Thabô.	teacher	My teacher is Thabo.
ea-ka	Tichêrê ea-ka ke-Thabô.		

C-1

A: Tichêrê ea-hao ke-mang?	Who is your teacher?
B: Tichêrê ea-ka ke-[Thabô].	My teacher is Thabo.
Or: Ke-[Thabô].	Or: It is Thabo.

C-2

A: Tichêrê ea-hao ke-mang?	
B: Ke-[Thabô].	
Uêna tichêrê ea-hao ke-mang?	You, who is your teacher?
A: Ke-Chêlê.	

M-3

ea-hae	Tichêrê ea-hae ke-mang?	his	Who is his teacher?
John	Tichêrê ea-John ke-mang?	John	Who is John's teacher?
Susan	Tichêrê ea-Susan ke-mang?	Susan	Who is Susan's teacher?

C-3

A: Tichêrê [ea-John] ke-mang?	Who is John's teacher?
B: Tichêrê [ea-John] ke-[Thabô].	John's teacher is Thabo.
Or: Ke-[Thabô].	Or: It's Thabo.

C-4

Practice the following in class. Then outside of class at your first opportunity, use this conversation to get information about the teachers of other PCV's in your group.

A and B: Do C-2.

A: Tichêrê [ea-John] ke-mang?

Or: Ea-John ke-mang?

B: Tichêrê [ea-John] ke- Mphô.

Who is John's (teacher)?

TO THE STUDENT

In earlier cycles you learned the following phrases:

lebitsô la-ka	my name (name of mine)
lebitsô la-hao	your name (name of yours)
lebitsô la-hae	his/her name (name of his/hers)

Compare these with:

tichêrê ea-ka	my teacher (teacher of mine)
tichêrê ea-John	John's teacher (teacher of John)
lebitsô la-tichêrê	the teacher's name (name of the teacher)

The forms la- and ea- are used to show a possessive relationship between a noun and possessive pronoun (-ka, -hao, -hae) or between a noun and another noun (or name). You will eventually learn a whole set of these "possessive" forms (a total of 8 different ones) which are used 1) to indicate possession and 2) to describe the first noun of the phrase (e.g., pitsa ea-mëtsi, pot of water). This latter, the descriptive use of the "possessive", is one of several ways of qualifying a noun and it will be discussed and practiced in later cycles. Also it will be necessary to learn how to determine which of the several possessive forms is used with a particular noun. For this cycle it will be sufficient to remember that lebitsô is followed by la- and tichêrê is followed by ea-.

The possessive pronoun -hao is sometimes spelled as <-hau> in the Lesotho orthography.

TO THE TEACHER

A review of cycles 1, 3, and 5 should be included in the practice of this cycle.

If there is time, you can introduce and practice the following reduced sentence in C-2 (Cf. the reduced sentence in C-4):

B: Ke-Thabô. Uêna ea-hao ke-mang?

Cycle 8 Greetings: I'm coming from Lerib.
I'm going to Maseru.

8-1

M-1

To the instructor: Introduce the towns from Lesotho by referring to a map:

Mōna ke-Masēru.

Mōna ke-Leribê.

Mōna ke-Mafetēng.

Masēru	Kę-tsoa Masēru.	Maseru	I'm coming from Maseru.
Leribê	Kę-tsoa Leribê.	Leribe	I'm coming from Leribe.
Mafetēng	Kę-tsoa Mafetēng.	Mafetēng	I'm coming from Mafeteng.
[Warner Springs]	Kę-tsoa [Warner Springs].	[Warner Springs]	I'm coming from [Warner Springs].
lijōng	Kę-tsoa lijōng.	dining hall	I'm coming from the dining hall.
[Smith Hall]	Kę-tsoa [Smith Hall].	[Smith Hall]	I'm coming from [Smith Hall].

M-2

tsoa	U-tsoa kae?	come from	Where are you coming from?
ea	U-ea kae?	go to	Where are you going?

C-1

A: U-tsoa kae?	Where are you coming from?
B: Kę-tsoa [lijōng].	I'm coming from the [dining hall].

M-3

Masēru	Kę-ea Masēru.	Maseru	I'm going to Maseru.
Leribê	Kę-ea Leribê.	Leribe	I'm going to Leribe.
Mafetēng	Kę-ea Mafetēng.	Mafeteng	I'm going to Mafeteng.
[Warner Springs]	Kę-ea [Warner Springs].	[Warner Springs]	I'm going to [Warner Springs].
lijōng	Kę-ea lijōng.	dining hall	I'm going to the dining hall.
[Smith Hall]	Kę-ea [Smith Hall].	[Smith Hall]	I'm going to [Smith Hall].

C-2

A: U-ea kae?

Where are you going?

B: K_ɛ-ea [Smith Hall].

I'm going to [Smith Hall].

C-3

A: U-tsoa kaè?

B: K_ɛ-tsoa [Smith Hall].

A: U-ea kae?

B: K_ɛ-ea [li.jöng].C-4A: Lum^êla [mn^ê].B: Ê^ê, lum^êla.

A: U-phela joang?

B: K_ɛ-phela hantlê. U^êna u-phela joang?A: Le-nna k_ɛ-phela hantlê.

Me too, I'm well.

U-ea kae?

B: K_ɛ-ea [Smith Hall].

A: U-tsoa kae?

B: K_ɛ-tsoa [li.jöng].

TO THE STUDENT

The third part of the greetings, the inquiries about points of departure and destinations, involves information not included in English greetings; as an American you may react to these questions "None of your business!" In Sesotho, however, these questions must be regarded as merely a part of the greetings, and not as an effort to pry into personal affairs.

The question "U-tsoa kae?" can be answered by citing the name of the place where you slept the previous night, or by citing some other place you visited that day up to the time of the question. If you live in Leribê and you are shopping in Masêru when the question is asked, you can answer "K_ɛ-tsoa Leribê." or "K_ɛ-tsoa ha-Fraser", naming, for example, the store you have just left.

The question "U-ea kae?" can be answered by citing your ultimate destination (for the day or the particular journey) or some intermediary point.

The question "U-tsoa kae?" has two meanings: 1) Where are you coming from (the starting point of this journey)? 2) Where do you come from (birthplace or home)? In the context of the greetings the first meaning applies, and the answer will contain some local place. As a newcomer to Lesotho you will frequently be asked "U-tsoa kae?" with the second meaning intended, and you will answer "K_g-tsoa Am_ërika."

Imitate your language instructor carefully when pronouncing the name of the capital: Maseru. It has a high tone on the last syllable (which is not the way most English speakers say it): Ma₃s₃ëru. Compare this with the tone pattern of Leribe: Le₃ri₃b₃ê. Le₃ri₃b₃ê is also known as Hlotse.

Sesotho does not need a preposition with tsoa or ea, as is the case for the English equivalent (see M-1 and M-3), since it is part of the sense of the verb.

The /_ö/ in lij_öng differs noticeably in quality from the /_ô/ in Thab_ô. In cycle 2 /_ö/ was identified as really a variation of /_ë/ which occurs in a limited set of words or in a predictable set of circumstances. The word lij_öng comes from lij_ô, food; the addition of the suffix -ng, which means "place of", brings about the change of /_ô/ in lij_ô to /_ö/ in lij_öng. The presence of -ng, as you will see in later cycles, always changes

/_ô/ to /_ö/
and /_ê/ to /_ë/

In cycle 39 you will practice applying this rule.

TO THE TEACHER

In M-1, for additional practice use several more place names and have students point to the map, giving the appropriate phrases.

M-1

Use the actual objects to practice the following:

buka	Mphê buka.	book	Give me a book.
koranta	Mphê koranta.	newspaper	Give me a newspaper.
pêntšêlê	Mphê pêntšêlê.	pencil	Give me a pencil.

M-2

Practice the following first with the long form, ... ke-eng?, then with the short form ... ke'ng? The former is used in careful speech, the latter in normal speech.

buka	"Buka" ke-eng?	book	What is "book"?
koranta	"Koranta" ke-eng?	newspaper	What is "newspaper"?
pêntšêlê	"Pêntšêlê" ke-eng?	pencil	What is "pencil"?

M-3

buka	"Buka" ke-nthô ëna.	book	This thing is a book.
koranta	"Koranta" ke-nthô ëna.	newspaper	This thing is a newspaper.
pêntšêlê	"Pêntšêlê" ke-nthô ëna.	pencil	This thing is a pencil.

C-1

- A: Mphê [pêntšêlê]. Give me a pencil.
 B: ["Pêntšêlê"] ke'ng? What's a pencil?
 A: (Pointing) ["Pêntšêlê"] ke-nthô This thing is a pencil.
 ëna.
 Or: Ke-nthô ëna. Or: It is this thing.

M-4

Use pictures or the actual objects to practice the following:

köfi	Mphê köfi.	coffee	Give me some coffee.
lebese	Mphê lebese.	milk	Give me some milk.
teë	Mphê teë.	tea	Give me some tea.

C-2

Repeat C-1, using the vocabulary from M-4.

Practice the following first with the long form ... batla eng?, then with the short form ... batla'ng?

M-5

batla	U-batla <u>eng</u> ?	want	What would you like?
			(lit: You want what?)
<u>eng</u> ?	U-batla <u>eng</u> ?	what	

C-3

At your next meal you will need to select your drink in Sesotho; so be sure you know at least the word for your favorite beverage.

Teacher: U-batla'ng?

What would you like?

Student: Mphê [kõfi].

Give me some coffee.

C-4

Outside of class, listen for an opportunity to use the question

"[]" ke'ng?

TO THE STUDENT:

Mphê is an imperative form consisting of Object Pronoun + Verb. The object pronoun is m- and the verb is fa, which is no longer recognizable because it has undergone two changes:

- 1) -f- has become -ph- because of the influence of m-.
- 2) -a has been replaced by -ê; this always takes place when there is an object pronoun.

These changes will be practiced in later cycles; here you need only to memorize form mphê, give me.

The demonstrative pronoun ẽna (M-3) takes other forms when occurring after other nouns, so do not attempt to extend the use of ẽna to other sentences.

In M-2 and M-5 you have learned that the question word eng? has a short form -ng? This is used in ordinary conversation, while the longer form eng? is used in special circumstances or in careful speech.

Four different sentence patterns are used in this cycle. Can you identify them?

The sentences in M-4 can be used at the dining hall counter where the beverages are dispensed, but they cannot be used at the table to say "Pass me the []."

TO THE TEACHER:

One of the Basotho teachers should serve the beverages at the next meal in the cafeteria, asking each student "U-batla'ng?" Students who cannot answer properly in Sesotho should be given water!

If there is time, you may add the use of Kea-lẽboha in C-3.

Cycle 10 Greetings (several persons)

M-1

lumêla Lumêlang.

greetings (to one) Greetings (to more than one)

khôtsô Khôtsông.

peace (to one) Peace (to more than one).

C-1

A: [Lumêlang].

Greetings (to more than one).

B: Ēē, [ntatē].

Yes, [sir].

Or: Ēē, [lumêla] [ntatē].

Yes, [greetings] [sir].

M-2

sala Salang hantlê.

stay Stay (pl) well.

tsamæa Tsamæang hantlê.

go, walk Go (pl) well.

C-2

A: Tsamæa hantlê [ntatē].

Go well, [sir].

B: Salang hantlê.

Stay (pl) well.

M-3

ntatē Lumêlang bö=ntatē.

father/sir Sirs.

mmê Lumêlang bö=mmê.

mother/madam Mesdames.

C-3

A: Lumêlang [bö-ntatē].

Greetings, [sirs].

B: Lumêla [mmê].

Greetings, [madam].

C-4

A: Khôtsông [bö-mmê].

Peace, [mesdames].

B: Ēē, khôtsô [ntatē].

Yes, peace [sir].

C-5

A: [Bö-mmê].

[Mesdames].

B: Ēē, [ntatē].

Yes, [sir].

C-6

A: Tsamaeang [ka-khôtsô] [bö-mmê].

Go [in peace], [mesdames].

B: Sala [ka-khôtsô] [ntatë].

Stay [in peace], [sir].

Cycle 11 Identification: What is (the word) for "beer" in Sesotho?

M-1

"Beer"	"Beer" ke ' ng ka-Sesotho?	What is "beer" in Sesotho?
"Water"	"Water" ke ' ng ka-Sesotho?	What is "water" in Sesotho?
"Salt"	"Salt" ke ' ng ka-Sesotho?	What is "salt" in Sesotho?

M-2

joala	Ke-joala	beer	It's beer.
mëtsi	Ke-mëtsi.	water	It's water.
letsoai	Ke-letsoai	salt	It's salt.

C-1

A: "[Beer]" ke ' ng ka-Sesotho?	What is "beer" in Sesotho?
B: Ke-[joala].	It's beer.

C-2

A: Höo ke-ng?	
B: "[Salt]"	
A: Ê-ê, ka-Sesotho.	No, in Sesotho.
B: Öö. Ke-[letsoai].	Oh. It's salt.

Cycle 12 Leave-taking: Goodnight, Chet.

M-1

Thabô	Fonane, Thabô.	Thabo	Goodnight, Thabo.
Chet	Fonane, Chet.	Chet	Goodnight, Chet.
David	Fonane, David.	David	Goodnight, David.

C-1

A: Fonane, [Chet].	Goodnight, Chet.
B: Fonane, [David].	Goodnight, David.

M-2

tsamaea	Tsamaea hantlê.	go, walk	Go well.
sala	Sala hantlê.	stay	Stay well.
rôbala	Rôbala hantlê.	sleep	Sleep well.

C-2

A: Fonane.	Goodnight.
B: Rôbala hantlê.	Sleep well.

M-3

rôbala	Ke-se ke-il'ô rôbala.	sleep	I'm going to go sleep.
apara	Ke-se ke-il'ô apara.	dress	I'm going to get dressed.
ithuta	Ke-se ke-il'ô ithuta	study	I'm going to study.

C-3

A: Ke-se ke-il'ô [apara].	I'm going to get dressed.
B: Ke-hantlê.	Good.

C-4

A: Ke-se ke-il'ô rôbala.	I'm going to go sleep.
B: Ke-hantlê.	
A: Fonane	
Or: Sala hantlê.	
B: Rôbala hantlê.	
Or: Tsamaea hantlê.	

Cycle 13 Identification: Who? Me?

M-1

To the teacher: Present C-1 as a monologue before practicing the following.

Tom	Eêna ke-Tom.	Tom	Him, he's Tom.
Susan	Eêna ke-Susan.	Susan	Her, she's Susan.
[]	Eêna ke-[].		

C-1

A: (as a monologue):

Nna ke-Thabô. (Pointing)	Me, I'm Thabo.
Uêna u-John. (Pointing)	You, you're John.
Eêna ke-Tom. (Pointing)	Him, he's Tom.

M-2

To the teacher: Present C-2 as a monologue before practicing the following.

Susan	Eêna lebítsô la-hae ke-Susan.	Susan	She, her name is Susan.
Tom	Eêna lebítsô la-hae ke-Tom.	Tom	He, his name is Tom.
[]	Eêna lebítsô la-hae ke-[].		

C-2

A: (as a monologue):

Nna lebítsô la-ka ke-[Thabô].	Me, my name is [Thabo].
Uêna lebítsô la-hao u-[John].	You, your name is [John].
Eêna lebítsô la-hae ke-[Susan].	She, her name is [Susan].

M-3

tlöö	Tlöö koano!	come	Come here!
koano	Tlöö koano!	here	Come here!

C-3

A: Tlöö koano!	Come here!
B: Mang? Nna?	Who? Me?
A: Eê, uêna, tlöö koano.	Yes, you; come here.

M-4

John Ê-ê, John.
 Mathê Ê-ê, Mathê.

John No, John.
 Mathe No, Mathe.

C-4

A: Tlöö koano!

B: Mang? Nna?

A: Ê-ê, [Mathê].

No, Mathe.

C-5

A: Uêna u-mang?

You, who are you?

B: Nna?

Me?

A: Êë, uêna.

Yes, you.

B: Lebîtsô la-ka kẹ-[Thabô].

My name is [Thabo].

C-6

A: Kẹ-ea [Warner Springs].

I'm going to [Warner Springs].

B: Uêna?

You?

A: Êë.

Yes.

C-7

T: (Asking a student to identify himself.)

[John] kẹ-mang?

John: Kẹ-nna John.

TO THE STUDENT:

Nna, uêna, and êêna are independent pronouns (also sometimes called "absolute pronouns") capable of occurring alone (as in C-3, C-5, etc.) or of adding emphasis or clarity to the pronoun prefix of the verb (as in C-2 and C-5). These independent pronouns never replace the subject prefix pronouns (kẹ-, u-, and kẹ-). It is not possible, for example, to say *Nna-Thabô (I am Thabo) or *Uêna-tsoa Amêrika (You come from America.) The subject prefixes are obligatory to the verb, while the independent pronouns which further identify the subject are optional and in a sense constitute an addition to the basic part of the sentence, the verb. Nouns, like the independent pronouns, are optional and merely further identify the subject already identified by the subject prefix:

O-ea Masêru.

He's going to Maseru.

Thabô o-ea Masêru.

Thabo, he's going to Maseru.

The use of "o" as the 3rd person singular subject prefix of verbs will be introduced in a later cycle.

The independent pronoun can be placed after as well as before the verb:

U-mang, uêna?

Nna is written as 'na in the Lesotho orthography; the change has been made to facilitate your learning of this "long consonant". The Lesotho orthography normally represents a /w/ sound by ⟨o⟩ plus a vowel (as in ⟨joang⟩, /jwang/) and a /y/ sound by ⟨e⟩ plus a vowel (as in ⟨eêna⟩, /yêna/). However, in the case of ⟨uêna⟩, the /w/ sound is represented by ⟨u⟩ plus a vowel.

TO THE TEACHER:

Demonstrate the following for the class:

Nna?	Nna.
Uêna?	Uêna.
Eêna?	Eêna.

Practice recognizing the difference between nna, 'I', and naa, for questions, responding with "question" or "pronoun":

Question

Naa kẹ-Thabô?
 Naa kẹ-Mathê?
 Naa-kẹ-Mphô?
 Naa kẹ-Linêô?
 Naa kẹ-Mamêlîô?
 Naa kẹ-Palesa?
 Naa-kẹ-Maleshoane?
 Naa-kẹ-ea Morija?
 Naa kẹ-tsoa Butha-Buthê?
 Naa kẹ-phela Rôna?
 Naa kẹ-sëbëtsa Mafetëng?
 Naa kẹ-phela Mohales Hoek?
 Naa kẹ-sëbëtsa Khautëng?

Pronoun

Nna, kẹ-Thabô.
 Nna, kẹ-Mathê.
 Nna, kẹ-Mphô.
 Nna, kẹ-Linêô.
 Nna, kẹ-Mamêlîô.
 Nna, kẹ-Palesa.
 Nna, kẹ-Maleshoane.
 Nna, kẹ-ea Morija.
 Nna, kẹ-tsea Butha-Buthê.
 Nna, kẹ-phela Rôna.
 Nna, kẹ-sëbëtsa Mafetëng.
 Nna, kẹ-phela Mohales Hoek.
 Nna, kẹ-sëbëtsa Khautëng.

Continue the above by adding a third group of sentences:

Pronoun + question

Nna, kẹ-Thabô?
 Nna, kẹ-Mathê?
 Nna, kẹ-Mphô?
 etc.

Cycle 14 Greetings: How are you (pl)?

M-1

phela	Le-phela joang?	live	How are you (pl)?
ithuta	Le-ithuta joang?	study, learn	How do you (pl) study?
tantša	Le-tantša joang?	dance	How do you (pl) dance?

M-2

phela	Re-phela hantlê.	live	We are fine.
ithuta	Re-ithuta hantlê.	study, learn	We study well.
tantša	Re-tantša hantlê.	dance	We dance well.

C-1

A: Le-[phela] joang?	How are you?
B: Re-[phela] hantlê.	We are fine.

C-2

A: Lumêlang.	
B: Lumêla [ntate].	
A: Le-phela joang?	
B: Re-phela hantlê.	
Uênà u-phela joang?	You, how are you?
A: Kê-phela hantlê.	

C-3

A: Le-tsoa kae?	Where are you (pl) coming from?
B: Re-tsoa [dormêtering].	We are coming from the dormitory.
A: Öö, ke-hantlê.	That's good.

C-4

A: Le-ea kae?	Where are you (pl) going?
B: Re-ea [tlelaseng].	We are going to class.
A: Öö, ke-hantlê.	That's good.

C-5

A and B: Do C-2.
A and B: Do C-3.
A and B: Do C-4.

M-1

Tau	Naa ke-Tau?	Tau	Is he Tau?
Mphô	Naa ke-Mphô?	Mpho	Is he/she Mpho?
John	Naa ke-John?	John	Is he John?
Susan	Naa ke-Susan?	Susan	Is she Susan?

C-1

A: Naa ke-[Tau]?	Is he [Tau]?
B: ĒĒ, ke-[Tau]?	Yes, he's [Tau].

M-2

Tau	Ha-se-Tau.	Tau	He is not Tau.
Mphô	Ha-se-Mphô.	Mpho	He/she is not Mpho.
John	Ha-se-John.	John	He is not John.
Susan	Ha-se-Susan.	Susan	She is not Susan.

C-2

A: Naa ke-[Tau]?	Is he [Tau]?
B: Ha-se-[Tau]. Ke-[Mphô].	He is not [Tau]. He is [Mpho].

M-3

Tau	Naa lebitsô la-hae ke-Tau?	Tau	Is his name Tau?
Mphô	Naa lebitsô la-hae ke-Mphô?	Mpho	Is his/her name Mpho?
John	Naa lebitsô la-hae ke-John?	John	Is his name John?
Susan	Naa lebitsô la-hae ke-Susan?	Susan	Is her name Susan?

C-3

A: Naa lebitsô la-hae ke-[Tau]?	Is his name [Tau]?
B: ĒĒ, ke-[Tau].	Yes, it is [Tau].

M-4

Tau	Lebitsô la-hae ha-se-Tau.	Tau	His name is not Tau.
Mphô	Lebitsô la-hae ha-se-Mphô.	Mpho	His/her name is not Mpho.
John	Lebitsô la-hae ha-se-John.	John	His name is not John.
Susan	Lebitsô la-hae ha-se-Susan.	Susan	Her name is not Susan.

C-4

A: Naa lebitsô la-hae ke-[Tau]?

Is his name [Tau]?

B: Lebitsô la-hae ha-se-[Tau]..

His name is not [Tau].

Ke- [Mphô].

He is [Mpho].

Cycle 16 Greetings: Are you up?

M-1

phela	U-phela joang kajëno?	live	How are you today?
tsoha	U-tsoha joang kajëno?	get up, wake up	How are you today? (lit: You are-awake how today?)

M-2

tsoha	Këa - tsoha.	wake up	I'm well.
phela	Këa-phela.	live	I'm well.

C-1

A: U-tsoha joang kajëno?	How are you today?
B: Këa - tsoha.	I'm well.

C-2

A: U-phela joang?	
B: Këa-phela.	I'm well.

C-3

A: Lumêla.	
B: Êë, lumêla.	
A: U-tsoha joang?	
B: Këa-tsoha.	
Uêna u-tsoha joang?	
A: Këa-tsoha.	

C-4

A: Khôtsô [ntatê].	
B: Êë, khôtsô [mmê].	
A: U-phela joang?	
B: Këa-phela.	
Uêna u-phela joang?	
A: Këa-phela.	

Cycle 17 Identification: It's not sugar, it's salt.

M-1

To the teacher: Teach the following by REPETITION (the class, then individuals repeating the entire sentence after you).

H_ə-s_ə-l_əb_əs_ə, k_ə-m_ət_si.

It's not milk, it's water.

H_ə-s_ə-k_öf_i, k_ə-t_əë.

It's not coffee, it's tea.

H_ə-s_ə-t_so_ək_ər_ə, k_ə-l_ət_so_əi.

It's not sugar, it's salt.

C-1

S: Mph_ə [t_so_ək_ər_ə].

Give me [sugar].

(receives salt, protests)

Ê-ê, h_ə-s_ə-[t_so_ək_ər_ə], k_ə-[l_ət_so_əi]. No, it's not [sugar], it's [salt].

T: Nt_so_ər_əl_ə. K_ə-ph_əs_ə.

Excuse me. It is a mistake.

S: (receives the sugar)

T_ənki.

Thanks.

Cycle 18 Knock-knock, who's there?

C-1

A: Kö-kö.

"Knock-knock".

B: Kêna.

Come in.

Or: Ēē, kêna.

C-2

A: Kö-kö.

B: Kē-mang?

Who is it?

A: Kē-nna.

It's me.

Or: Kē-[John].

B: Kêna.

A: Lumêla.

B and A: REST OF GREETINGS EXCHANGED

A: Lula fatše.

Sit down.

C-3

C-3 or C-4 may be inserted in C-2 above if it is night-time or if one's suspicions are aroused. At other times these additional questions would seem impertinent.

A: Kē-nna.

B: Uêna mang?

Who (are) you?

A: Kē-[John].

C-4

A: Kē-[Māthê].

B: [Māthê] kē-mang?

[Māthê] who?

A: Kē-[Māthê Mohapi].

Cycle 19 Identification: Are you John?

M-1

Compare the intonation of a yes/no question with the intonation of a statement.

(Naa) <u>ke</u> -Thabô?	Is he Thabo?
<u>Ke</u> -Thabô.	He is Thabo.
(Naa) <u>ke</u> -Mathê?	Is he/she Mathe?
<u>Ke</u> -Mathê.	He/she is Mathe.
(Naa) u-Tau?	Are you Tau?
U-Tau.	You are Tau.
(Naa) u-John?	Are you John?
U-John	You are John.
(Naa) <u>ke</u> -Masëru?	Is it Maseru?
<u>Ke</u> -Masëru.	It is Maseru.
(Naa) <u>ke</u> -Mafetëng?	Is it Mafeteng?
<u>Ke</u> -Mafetëng.	It is Mafeteng.
(Naa) <u>ke</u> -tsoekere?	Is it sugar?
<u>Ke</u> -tsoekere.	It is sugar.
(Naa) <u>ke</u> -köfi?	Is it coffee?
<u>Ke</u> -köfi.	It is coffee.

C-1A: (Naa) ke-[tsoekere]?B: Ēë, ke-[tsoekere].C-2

A: (Naa) u-[John]?

B: Ēë, ke-[John].C-3

A: (Naa) u-[John]?

B: Ē-ê, ha-ke-[John]. Ke-[Bill].A: Öö.

C-4

A: (Naa) ke-[Susan]?

B: Ê-ê, ha-se-[Susan]. Ke-[Ann].

A: Öö.

M-2

Compare the intonation of a yes/no question with the intonation of a statement.

(Naa) lebitsô la-hao u-Tau?

Lebitsô la-hao u-Tau.

(Naa) lebitsô la-hae ke-John?

Lebitsô la-hae ke-John.

(Naa) tichêrê ea-hao ke-Chêlê?

Tichêrê ea-hao ke-Chêlê.

(Naa) "Beer" ke-joala ka-Sesotho?

"Beer" ke-joala ka-Sesotho.

C-5

A: Lebitsô la-hao u-[Susan]?

B: Êë, ke-[Susan]. Uêna u-mang?

A: Ke-[Ann].

C-6

A: (Naa) tichêrê ea-hao ke-[Chêlê]?

B: Êë, ke-[Chêlê].

Or: Ê-ê, ha-se-[Chêlê]. Ke-[Thêbê].

Cycle 20 I want to learn Sesotho.

M-1

ithuta	U-ithuta'ng	learn, study	What do you study?
tseba	U-tseba'ng?	know	What do you know?
bua	U-bua'ng?	speak	What do you speak?

M-2

ithuta	Kg-ithuta Sesotho.	learn	I'm learning Sesotho.
bua	Kg-bua Sesotho.	speak	I speak Sesotho.
tseba	Kg-tseba Sesotho.	know	I know Sesotho.

C-1

A: U-[ithuta]'ng?	What are you [studying]?
B: Kg-[ithuta] Sesotho.	I'm [studying] Sesotho.

M-3

ho-ithuta	Kg-batla ho-ithuta Sesotho.	to learn	I want to learn Sesotho.
ho-bua	Kg-batla ho-bua Sesotho.	to speak	I want to speak Sesotho.
ho-tseba	Kg-batla ho-tseba Sesotho.	to know	I want to know Sesotho.
ho-bala	Kg-batla ho-bala Sesotho.	to read	I want to read Sesotho.

C-2

A: U-batla'ng?	What do you want?
B: Kg-batla ho-[ithuta] Sesotho.	I want to [learn] Sesotho.

M-4

khôtsô	Kg-batla khôtsô.	peace	I want peace.
Têllô	Kg-batla Têllô.	Tello	I want Tello.
tichêrê	Kg-batla tichêrê.	a/the teacher	I want a/the teacher.
motsoallê			
oa-ka	Kg-batla motsoallê oa-ka.	my friend	I want my friend.

C-3

A: U-batla'ng?	
B: Kg-batla [Têllô].	I want [Tello].

M-5

ho-sëbëtsa	Re-batla ho-sëbëtsa.	to work	We want to work.
ho-bina	Re-batla ho-bina.	to sing	We want to sing.
ho-bua	Re-batla ho-bua.	to speak	We want to speak.
ho-tsamaëa	Re-batla ho-tsamaëa.	to go, walk	We want to go.
ho-sala	Re-batla ho-sala.	to stay	We want to stay.

C-4

A: Le-batla'ng?

What do you (pl) want?

B: Re-batla ho-[bina].

We want to sing.

Cycle 21 Do you come from America?

M-1

(Naa) u-tsoa Amërika?

U-tsoa Amërika.

(Naa) u-ea Lesotho?

U-ea Lesotho.

(Naa) u-tsoa Masëru?

U-tsoa Masëru.

(Naa) u-ea Morija?

U-ea Morija.

(Naa) kẹ-tsoa Amërika?

Kẹ-tsōa Amërika?

(Naa) kẹ-ea-tlelaseng?

Kẹ-ea-tlelaseng.

(Naa) le-tsoa Amërika?

Le-tsoa Amërika.

Do you come from America?

You come from America.

Are you going to Lesotho?

You are going to Lesotho.

Do you come from Maseru?

You come from Maseru.

Are you going to Morija?

You are going to Morija.

Do I come from America?

I come from America.

Am I going to class?

I'm going to class.

Do you (pl) come from
America?

You (pl) come from America.

C-1

A: (Naa) u-tsoa Amërika?

B: Ēē, kẹ-tsoa [Amërika].

Uēna u-tsoa kae?

A: Kẹ-tsoa [Lesotho].

C-2

A: U-[tsoa] kae?

B: Nna?

A: Ēē.

B: Nna, kẹ-tsoa Amërika.

C-3

A: (Naa) u-ea [Masëru]?

B: Ēē, kẹ- ea [Masëru].

Uēna, u-ea kae?

A: Kẹ-ea [Leribê].

C-4

A: Lebitsō la-hao u-mang?

B: Kə-[John].

A: U-tsoa kae?

B: Kə-tsoa [Amërika].

Cycle 22 Clarification (in conversation)

M-1

bina	U-bina hantlê.	sing	You sing well.
tantša	U-tantša hantlê.	dance	You dance well.
ngôla	U-ngôla hantlê.	write	You write well.

M-2

tantša	Naa kẹ-tantša hantlê?	dance	Do I dance well?
bina	Naa kẹ-bina hantlê?	sing	Do I sing well?
ithuta	Naa kẹ-ithuta hantlê?	study, learn	Do I learn well?

C-1

A:	Naa kẹ-[tantša] hantlê?	Do I [dance] well?
B:	Ēë, u-[tantša] hantlê.	Yes, you [dance] well.

M-3

bina	U-bina hantlê haholo.	sing	You sing very well.
bala	U-bala hantlê haholo.	read	You read very well.
ngôla	U-ngôla hantlê haholo.	write	You write very well.

C-2

A:	U-[tantša] hantlê.	You [dance] well.
B:	Kẹ-[tantša] hantlê?	Do I [dance] well?
A:	Ēë, u-[tantša] hantlê haholo.	Yes, you [dance] very well.

C-3

A:	Kẹ-[ea] [Masëru].
B:	U-[ea] [Masëru]?
A:	Ēë, kẹ-[ea] [Masëru].

C-4

A:	U-tsoa kae?
B:	Kẹ-tsoa kae?
A:	Ēë, u-tsoa kae?
B:	Kẹ-tsoa [New York].

Cycle 23 Towns of Lesotho

M-1

Use a map of Lesotho for the following.

Masëru	Masëru ke-möna.	Maseru	Here is Maseru.
Mafetëng	Mafetëng ke-möna.	Mafeteng	Here is Mafeteng.
Leribê	Leribê ke-möna.	Leribe	Here is Leribe.
	[] ke-möna.		

C-1

A: (as a monologue)

[Masëru] ke-möna.

Here is [Maseru].

[Leribê] ke-möna.

[] ke-möna.

M-2

Masëru	Masëru ke-kae?	Maseru	Where is Maseru?
Mori ja	Mori ja ke-kae?	Mori ja	Where is Morija?
Rôma	Rôma ke-kae?	Roma	Where is Roma?

C-2

A: [Masëru] ke-kae?

Where is [Maseru]?

B: Ke-möna.

It's here.

M-3

Masëru	Naa ke-Masëru möö?	Maseru	Is this Maseru here?
Mafetëng	Naa ke-Mafetëng möö?	Mafeteng	Is this Mafeteng here?
Rôma	Naa ke-Rôma möö?	Roma	Is this Roma here?

C-3

Use an outline map of Lesotho which locates the towns but does not give their names.
--

A: Naa ke-[Masëru] möö ?

Is this [Maseru] here?

B: Èë, ke-[Masëru].

Yes, it's [Maseru].

Or: Ê-ê, ha-se-[Masëru].

Or: No, it isn't [Maseru].

Ke-[Mafetëng].

It's [Mafeteng].

C-4

A: Ke-[Masëru] möö?

B: Ê-ê, ha-se[Masëru]. Ke-[Mafetëng].

A: Ke-[Mafetëng]?

B: Êë, ke-[Mafetëng].

Cycle 24 Weather Report: It's cold.

M-1

bata	Hoa-bata kantlê.	be cold	It's cold outside.
chesa	Hoa-chesa kantlê.	be hot	It's hot outside.

M-2

bata	Naa hoa-bata kantlê?	be cold	Is it cold outside?
chesa	Naa hoa-chesa kantlê?	be hot	Is it hot outside?

C-1

A:	Naa hoa-bata kantlê?	Is it cold outside?
B:	ĒĒ, hoa-bata.	Yes, it's cold.
	Or: Ê-ê hoa-chesa.	Or: No, it's hot.

M-3

futhumětse	Naa ho-futhumětse kajëno?	be warm	Is it warm today?
chesa	Naa hoa-chesa kajëno?	be hot	Is it hot today?

C-2

A:	Naa ho-futhumětse kajëno?	Is it warm today?
B:	ĒĒ, ho-futhumětse.	Yes, it's warm.
	Or: Ê-ê, hoa-bata.	Or: No, it's cold.

C-3

A:	Naa hoa-bata kantlê?	Is it cold outside?
B:	Ê-ê, ho-futhumětse.	No, it's warm.

C-4

A:	Naa hoa-chesa kajëno?	Is it hot today?
B:	Ê-ê, ho-futhumětse fêêla.	No, it's only warm.

M-4

joang	Ho-joang kantlê?	how	How is it outside?
-------	------------------	-----	--------------------

C-5

A: Ho-joang kantlê?

How is it outside?

B: Hoa-bata.

It's cold.

A: Ho-bata haholo?

Is it very cold?

B: Ēē, ho-bata haholo.

Yes, it's very cold.

Or: Ēē, haholo.

Or: Yes, very.

Cycle 25 What country is this here?

M-1

Use a map for the following.

naha	Möö ke-naha efe?	country	What country is this here?
tôrôpô	Möö ke-tôrôpô efe?	town	What town is this here?

M-2

Lesotho	Ke-Lesotho.	It's Lesotho.
Botswana	Ke-Botswana.	It's Botswana.
South Africa	Ke-South Africa.	It's South Africa.
Swaziland	Ke-Swaziland.	It's Swaziland.

C-1

A: Möö ke-[naha] efe?	What [country] is this?
B: Ke-[Botswana].	It's [Botswana].

C-2

A: [Botswana] ke-kae?	Where is [Botswana]?
B: Ke-möna.	It's here.

C-3

A: Naa ke-[Botswana] möö?	Is this [Botswana] here?
B: Eë, ke-[Botswana].	Yes, it's [Botswana].
Or: Ê-ê, hã-se-[Botswana].	Or: No, it's not [Botswana].
Ke-[Swaziland].	It's [Swaziland].

M-3

To the teacher: Teach the following by REPETITION.

Naa Botswana ke-naha?	Is Botswana a country?
Naa Masëru ke-tôrôpô?	Is Maseru a town?
Naa Thabô ke-motho?	Is Thabo a person?

C-4

A: Naa [Botswana] ke-[naha]?
B: Eë, ke-[naha].

C-5A: Naa [Botswana] ke-[tôrôpô[?

Is [Botswana] a [town]?

B: Ê-ê, hâ-se-[tôrôpô].

No, it's not a [town].

Ke-[naha].

It's a [country].

M-4

To the teacher: Teach the following by REPETITION.

Ke-naha ea-[Botswana].

It's the country of
[Botswana].

Ke-tôrôpô ea-[Masëru].

It's the town of [Maseru].

C-6A: Möö ke-[naha] efe?

What [country] is this here?

B: Ke-[naha] ea-[Botswana].

It's the [country] of [Botswana].

C-7A: Möna ke-[Leribê].

Here is [Leribe].

B: Ê-ê, hâ-se-[Leribê].

No, it's not [Leribe].

A: Hâ-se-[Leribê]?

It's not [Leribe]?

B: Hâ-se-[Leribê]. Ke-[Butha Buthë].

It's not[Leribe]. It's [Butha Buthe].

A: Öö.

M-1

tsebe	H _ǀ a-ke-tsebe.	know	I don't know.
bue	H _ǀ a-ke-bue.	speak	I'm not speaking.
tantše	H _ǀ a-ke-tantše.	dance	I'm not dancing.
sale	H _ǀ a-ke-sale.	stay	I'm not staying.
ngöle	H _ǀ a-ke-ngöle.	write	I'm not writing.

C-1

A: U-phela joang?	
B: K _ǀ e-phela hantlê,	I'm fine, (but) I don't
h _ǀ a-ke-tsebe uêna.	know about you.
A: K _ǀ e-phela hantlê.	

C-2

A: K _ǀ e-mang eêna?	Who is he?
B: H _ǀ a-ke-tsebe.	

M-2

bua	(Naa) u-tseba ho-bua	speak	Do you know (how)
	Sesotho?		to speak Sesotho?
bala	(Naa) u-tseba ho-bala	read	Do you know (how)
	Sesotho?		to read Sesotho?
ngôla	(Naa) u-tseba ho-ngôla	write	Do you know (how)
	Sesotho?		to write Sesotho?

C-3

A: Naa u-tseba ho-[bua] Sesotho?	Do you know (how) to speak Sesotho?
B: Ê-ê, h _ǀ a-ke-tsebe.	

C-4

A: Naa [hoa-bata] kantlê?	Is it cold outside?
B: H _ǀ a-ke-tsebe.	

TO THE STUDENT

The negative present is formed by

- 1) placing the negative prefix before the subject prefix;

h̄a-k̄e-...

- 2) changing the tone on k̄e- from low to high:

h̄a-ke-...

- 3) changing the final vowel of the verb from /a/ to /e/:

h̄a-ke-bale

- 4) and changing the tone on the final vowel (if low) from low to high:

h̄a-ke-b̄ale

Learning the negative present is easy if you hear (and then produce) the two tone shifts. Listen to your informant pronounce the following examples:

K̄e-b̄atl̄a līj̄ô.	I want food.	H̄a-ke-b̄atl̄e-līj̄ô.	I don't want food.
K̄e-tl̄is̄a līj̄ô.	I bring food.	H̄a-ke-tl̄is̄e-līj̄ô.	I don't bring food.
K̄e-k̄op̄a līj̄ô.	I beg for food.	H̄a-ke-k̄op̄e-līj̄ô.	I don't beg for food.

* * * * *

K̄e-b̄al̄a būka.	I'm reading a book.	H̄a-ke-b̄al̄e būka.	I'm not reading a book.
K̄e-k̄op̄a būka.	I'm begging for a book.	H̄a-ke-k̄op̄e būka.	I'm not asking for a book.
K̄e-b̄atl̄a būka.	I want a book.	H̄a-ke-b̄atl̄e būka.	I don't want a book.

* * * * *

K̄e-b̄atl̄a Th̄ab̄ô.	I want Thabo.	H̄a-ke-b̄atl̄e Th̄ab̄ô.	I don't want Thabo.
K̄e-tl̄is̄a Th̄ab̄ô.	I'm bringing Thabo.	H̄a-ke-tl̄is̄e Th̄ab̄ô.	I'm not bringing Thabo.
K̄e-k̄op̄a Th̄ab̄ô.	I'm begging Thabo.	H̄a-ke-k̄op̄e Th̄ab̄ô.	I'm not begging Thabo.

Kẹ-bàlạ tšomô.	I'm reading a folktale.	Hẹ-ke-bàle tšomô.	I'm not reading a folktale.
Kẹ-kọpạ tšomô.	I'm begging for a folktale.	Hẹ-ke-kọpe tšomô.	I'm not begging for a folktale.
Kẹ-bàtlạ tšomô.	I want a folktale.	Hẹ-ke-bàtle tšomô.	I don't want a folktale.

The above examples all have verbs which are "low-low" in tone. The verbs which are "high-high" do not, of course, undergo the tone shift on the final vowel, since it is already high. For example:

Kẹ-tseba buka.	I know the book.
Hẹ-ke-tsebe buka.	I don't know the book.

Listen to (and then produce) the difference between "high-high" and "low-low" verbs:

<u>High-High</u>		<u>Low-Low</u>	
Kẹ-tseba buka.	I know the book.	Kẹ-bàlạ buka.	I'm reading a book.
Kẹ-rêka buka.	I'm buying a book.	Kẹ-kọpạ buka.	I'm begging for a book.
Kẹ-bôna buka.	I see the book.	Kẹ-tlịsạ buka.	I'm bringing a book.
Kẹ-ithuta buka.	I'm studying a book.	Kẹ-bàtlạ buka.	I want the book.
	* * * * *		
Hẹ-ke-tsebe buka.		Hẹ-ke-bàle buka.	
Hẹ-ke-rêke buka.		Hẹ-ke-kọpe buka.	
Hẹ-ke-bône buka.		Hẹ-ke-tlịse buka.	
Hẹ-ke-ithute buka.		Hẹ-ke-bàtle buka.	
	* * * * *		
Hẹ-ke-tsebe.		Hẹ-ke-bàle.	
Hẹ-ke-rêke.		Hẹ-ke-kọpe.	
Hẹ-ke-bône.		Hẹ-ke-tlịse.	

High tone on the final vowel of negative verbs will continue to be written on the next several cycles, as a reminder of this important tone shift.

Hẹ-ke-tsebe (I don't know) and hẹ-ke-lumele (I don't agree) have a wide possibility of usage. Make the most of this in your early communications with Basothos. For example, if a question is asked which you don't understand and which doesn't seem to be of any consequence, bluff a bit and answer with hẹ-ke-tsebe rather than admitting hẹ-ke-utloisise (I don't understand).

TO THE TEACHER:

For C-1 use the substitution in M-1, plus any others which your students can handle at this point.

For C-2 use the substitution possibilities in M-3.

C-3 to C-6 are negative responses to questions, involving the transformation of the affirmative verb form in the question into a negative verb form in the answer. C-8 differs in that ẖa-ke-tsebe can be used to answer almost any question. Hence the third sentence in C-8 can be any question appropriate in that conversation. For further practice in the use of ẖa-ke-tsebe as a general answer, the first two sentences in C-8 can also be modified or completely replaced.

In C-7 for [Sesotho] you may substitute Thabô, motsoallê oa-haô, motsoallê oa-Jêrêmane, etc.

FOR CLASSROOM PRACTICE

Practice transforming the affirmative form of the verb to the negative form:

1) Mimic columns 1 and 2.

2) Transform column 1 to 2:

T: tseba

S: tsebe

T: tsebe (verification)

3) Mimic columns 1 and 2a.

4) Transform column 1 to 2a:

T: tseba

S: ẖa-ke-tsebe

T: ẖa-ke-tsebe (verification)

1.

tseba

pẖeḻa

sala

ḇaḻa

ḵop̱a

ḇaṯḻa

bina

ĩthuta

tantš̱a

tsoa

2.

tsebe

pẖele

sale

ḇale

ḵope

ḇaṯle

bine

ĩthute

tantš̱e

tsoe

2a.

ẖa-ke-tsebe

ẖa-ke-pẖele

ẖa-ke-sale

ẖa-ke-ḇale

ẖa-ke-ḵope

ẖa-ke-ḇaṯle

ẖa-ke-bine

ẖa-ke-ĩthute

ẖa-ke-tantš̱e

ẖa-ke-tsoe

Cycle 27 Who's your friend?

M-1

motsoallê	Motsoallê oa-hao ke-mang?	friend	Who is your friend?
mookamêli	Mookamêli oa-hao ke-mang?	leader, director	Who is your leader?

M-2

Bill	Motsoallê oa-ka ke-Bill.	My friend is Bill.
Ann	Motsoallê oa-ka ke-Ann.	My friend is Ann.
	Motsoallê oa-ka ke-[].	My friend is [].

C-1

A:	[Motsoallê] oa-hao ke-mang?	Who is your [friend]?
B:	[Motsoallê] oa-ka ke-[Bill].	My friend is [Bill].
	Or: Ke-[Bill].	Or: It's [Bill].

C-2

A and B:	Do C-1.
A:	Tichêrê ea-hae ke-mang?
B:	Ke-[Tšêpô].

M-3

nna	Nna ke-motsoallê oa-Linëô.	me	Me, I'm a friend of Dineo.
eêna	Eêna ke-motsoallê oa-Linëô.	he/she	Him/her, she's a friend of Dineo.
John	John ke-motsoallê oa-Linëô.	John	John is a friend of Dineo.
uêna	Uêna u-motsoallê oa-Linëô.	you	You, you're a friend of Dineo.

C-3

A:	U-motsoallê oa-[Linêô]?	Are you a friend of [Dineo]?
B:	Ēē, ke-motsoallê oa-[Linêô].	Yes, I'm a friend of [Dineo].

C-4

A:	Ke-mang?	
B:	Ke-[John].	
A:	[John] ke-mang?	[John] who?
B:	Ke-motsoallê oa-[Bill].	

M-4

John John ke-motsoallê oa-mang?
 Thabô Thabô ke-tichêrê ea-mang?

John is whose friend?
 Thabo is whose teacher?

C-5

A: [John] ke-motsoallê oa-mang?
 B: Ke-motsoallê oa-[Bill].
 A: [Linêô] eêna?
 B: [Linêô] ^{ke}-motsoallê oa-[Mathê].

[John] is whose friend?
 He's a friend of [Bill].
 (What about) [Dineo]?
 (lit: Dineo she?)
 [Dineo] is a friend of
 [Mathe].

M-5

Bill Motsoallê oa-John ke-Bill. Bill
 Linêô Motsoallê oa-John ke-Linêô. Dineo
 mang Motsoallê oa-John ke-mang? who

Bill is John's friend.
 Dineo is John's friend.
 Who is John's friend?

C-6

A: Motsoallê oa-[John] ke-mang?
 B: Motsoallê oa-[John] ke-[Bill].

M-1

lula	U-lula kae?	live	Where do you live?
sëbëtsa	U-sëbëtsa kae?	work	Where do you work?
rôbala	U-rôbala kae?	sleep	Where do you sleep?

M-2

Masëru	Ke-lula Masëru.	Maseru	I live in Maseru.
hae	Ke-lula hae.	home	I live at home.
Moshoeshoe Hall	Ke-lula Moshoeshoe Hall.	Moshoeshoe Hall	I live in Moshoeshoe Hall.

C-1

A: U-[lula] kae?	Where do you [live]?
B: Ke-[lula] [Moshoeshoe Hall].	I [live] [in Moshoeshoe Hall].

M-3

lula	H ₃ -ke-lule Masëru.	live	I don't live in Maseru.
sëbëtsa	H ₃ -ke-sëbëtse Masëru.	work	I don't work in Maseru.

C-2

A: Naa u-[sëbëtsa] [Masëru]?	Do you work in Maseru?
B: Ê-ê, h ₃ -ke-sëbëtse [Masëru].	
K ₃ -sëbëtsa [Leribê].	
A: Öö. Ke-hantlê.	

C-3

A: U-sëbëtsa kae?
B: H ₃ -ke-sëbëtse.
K ₃ -lula hae.

M-4

sekölö	U-kêna sekölö kae?	school	Where do you attend school?
kêrêkê	U-kêna kêrêkê kae?	church	Where do you attend church?

C-4

A: U-sëbëtsa kae?

B: H_ə-ke-sëbëtse.
K_ə-kêna sekölö.

A: Öö. Ke-hantlê.
U-kêna sekölö kae?

B: [Masëru].

Cycle 29 Is Morija a village or a town?

M-1

Morija	Morija <u>ke</u> -motse kapa tôrôpô?	Morija	Is Morija a village or a town?
Masëru	Masëru <u>ke</u> -motse kapa tôrôpô?	Maseru	Is Maseru a village or a town?
Matsiëng	Matsiëng <u>ke</u> -motse kapa tôrôpô?	Matsiëng	Is Matsiëng a village or a town?

M-2

Morija	Morija <u>ke</u> -motse.	Morija	Morija is a village.
Pêka	Pêka <u>ke</u> -motse.	Peka	Peka is a village.
Thaba=Bosiu	Thaba=Bosiu <u>ke</u> -motse.	Thaba=Basiu	Thaba=Bosiu is a village.

C-1

A: [Morija] <u>ke</u> -motse kapa tôrôpô?	Is [Morija] a village or a town?
B: <u>Ke</u> -[motse].	It's a village.

C-2

Use a map of Lesotho.

A: [Morija] <u>ke</u> -kae?	Where is [Morija]?
B: <u>Ke</u> -möna.	It's here.

C-3

A: [Leribê] <u>ke</u> 'ng?	What is [Leribê]?
B: <u>Ke</u> -tôrôpô.	It's a town.

C-4

A: [Morija] <u>ke</u> 'ng?
B: <u>Ke</u> -motse.

M-3

Basutoland High School	Basutoland High School <u>ke</u> -sekölö.	Basutoland High School is a school.
St. Joseph's	St. Joseph's <u>ke</u> -sekölö.	St. Joseph's is a school.

C-5

A: [St. Joseph's]ke'ng?

B: Ke-sekölö.

M-1

palama	Naa u-tseba ho-palama?	ride	Do you know (how) to ride?
bala	Naa u-tseba ho-bala?	read	Do you know (how) to read?
ngôla	Naa u-tseba ho-ngôla?	write	Do you know (how) to write?
tantša	Naa u-tseba ho-tantša?	dance	Do you know (how) to dance?
khanna	Naa u-tseba ho-khanna?	drive	Do you know (how) to drive?
phêha	Naa u-tseba ho-phêha?	cook	Do you know (how) to cook?

C-1

A: (Naa) u-tseba ho-[palama]?

Do you know (how) to [ride]?

B: Ēē, kẹa-tseba.

Or: Ê-ê, hẹ-ke-tsebe.

C-2

A: (Naa) u-tseba ho-[palama]?

B: Ēē, kẹa-tseba. Uēnaa?

Yes, I know (how). (And) you?

A: Le-nna kẹa-tseba.

Me also, I know (how).

C-3

A: (Naa) u-tseba ho-[palama]?

B: Ēē, kẹa-tseba. Uēnaa?

A: Ê-ê, nna hẹ-ke-tsebe.

B: Hẹ-u-batle ho-ithuta?

Don't you want to learn (how)?

A: Kẹ-batla ho-ithuta.

B: Kẹ-hantlê.

C-4

A: (Naa) u-batla ho-ithuta ho-[palama]? Do you want to learn to [ride]?

B: Ēē, kẹa-batla.

Or: Hẹ-ke-batle.

C-5

A: (Naa) u-tseba ho-[palama]?

B: Ê-ê, ha-ke-tsebe.

A: U-tseba ho-[khanna]?

B: Ê-ê.

A: U-tseba'ng fêêla?

Then what do you know?

B: Ke-tseba ho-[phêha].

C-6

A: Naa u-tsêba ho-bua [Sekhooa]?

Do you know (how) to speak English?

B: Êê, kea-tseba fêêla e-seng haholo.

Yes, I know (how) only not very well.

C-7

A: (Naa) u-tseba ho-bua Sekhooa?

B: Ê-ê, ha-ke-tsebe.

A: U-tseba'ng?

B: Ke-tseba ho-bua Sesotho fêêla.

I only know (how) to speak Sesotho.

M-1

Use a calendar to teach the following.

bëkë	<u>Ke</u> -bëkë	week	It's a week.
khoëli	<u>Ke</u> -khoëli	month	It's a month.
Söntaha	<u>Ke</u> -Söntaha	Sunday	It's Sunday.
Mmantaha	<u>Ke</u> -Mmantaha	Monday	It's Monday.
Sateretaha	<u>Ke</u> -Sateretaha	Saturday	It's Saturday.

C-1

Do the elements of M-1 as a monologue.

M-2

Ke-letsatsi lefe?

Which day is it?

C-2

T: Ke-letsatsi lefe?

Which day is it?

S: Ke-[Söntaha].

It's [Sunday].

M-3

Ke-Labobëli.

It's Tuesday.

Ke-Laboraro.

It's Wednesday.

Ke-Labonê

It's Thursday.

Ke-Labohlano

It's Friday.

C-3

T: Ke-letsatsi lefe?

S: Ke-[Labobëli].

M-4

In teaching the following, change the names of the days to fit the actual situation of the day on which the lesson is studied.

kajëno	Kajëno <u>ke</u> -[Mmantaha].	today	Today is [Monday].
hosasa	Hosasa <u>ke</u> -[Labobëli].	tomorrow	Tomorrow is [Tuesday].

M-5

kajëno	Kajëno <u>ke</u> -la-bokae?	today	What (day) is today? (lit: Today it-is of how-much?)
hosasa	Hosasa <u>ke</u> -la-bokae?	tomorrow	What (day) is tomorrow?

C-4

T:	[Kajëno] <u>ke</u> -la-bokae?	What (day) is [today]?
S:	[Kajëno] <u>ke</u> -[Mmantaha].	Today is [Monday].
Or:	<u>Ke</u> -[Mmantaha].	

M-1

bôna	Kęa-bôna.	see	I see.
utloa	Kęa-utloa.	hear	I hear.
lumêla	Kęa-lumêla.	agree	I agree.
leboha	Kęa-leboha.	thank	I thank (you).

C-1

A: U-[sëbëtsa] kae?

B: Hą-ke-[sëbëtse]. Kę-kêna sekölö.

A: Kęa-bôna.

C-2

A: Kę-[lula] [Masëru].

B: U-[lula] [Masëru]?

A: Èë.

B: Öö, kęa-bôna.

C-3

A: Kęa-[ithuta].

B: U-[ithuta'ng]?

A: Kę-[ithuta] Sesotho.

B: Öö, kęa-bôna.

C-4

A: Kę-[sëbëtsa] haholo.

I [work] hard.

B: Kęa-lumêla.

I agree.

C-5

A: Kę-rata ho-[tantša] haholo.

I like to [dance] a lot.

B: Kęa-lumêla

M-2

tsamaea	Naa u-lumêla ho-[tsamaea]	walk, go	Do you agree to go
	le-nna?		with me?
tantša	Naa u-lumêla ho-[tantša]	dance	Do you agree to dance
	le-nna?		with me?

C-6

A: Naa u-lumêla ho-tsamaea le-nna?

B: Ēē, kẹa-lumêla.

A: Kẹa-léboha.

I thank (you).

C-7

A: U-phela joang?

B: Kẹ-phela hantlê.

Uêna u-phela joang?

A: Kẹ-phela hantlê.

B: Ōō, kẹa-léboha.

M-1

Use a clock to demonstrate and practice the following.

Ke-4:00.	It's 4:00 o'clock.
Ke-"half-past" 4:00.	It's 4:30.
Ke-"quarter past" 4:00.	It's 4:15.
Ke-"quarter to" 5:00.	It's 4:45.
Ke-"five past" 4:00.	It's 4:05.
Ke-"ten to" 5:00.	It's 4:50.

C-1

A: Ke-nakô mang?	What time is it?
Or: Nakô ke-mang?	
B: Ke-[4:00].	It's [4:00 o'clock].

M-2

To the instructor: Introduce counting in Sesotho by the following demonstration:

T: Ke-bala ka-Sesotho. Mamêlang.	I'm counting in Sesotho. Listen.
Nngoe, peli, tharo, nne, hlano.	One, two, three, four, five.
(Counting on the fingers in Sesotho fashion).	

nngoe	Nngoe.	One.
peli	Peli.	Two.
tharo	Tharo.	Three.
nnê	Nnê.	Four.
hlano	Hlano.	Five.

C-2

T: Naa u-tseba ho-bala ka-Sesotho?	Do you know how to count in Sesotho?
S: Ê-ê, empa ke-batla ho-ithuta.	No, but I want to learn.
T: Ke-hantlê. Mamêla. Nngoe, peli, tharo, nne, hlano. Bala-hê.	
S: Nngoe, peli, tharo, nnê, hlano.	

C-3

T: Bala [libuka].

S: Nngoe, peli, tharo.

M-3

Ke-5 rand.

It's R.5.00.

Ke-25 cents.

It's R.25.

Ke-1 rand 75.

It's R.1.75.

C-4

T: Ke-bokae?

How much is it?

S: Ke-[5 rand].

M-1

ea	Ha-rɛ̃-eê.	go	Let's go.
ja	Ha-rɛ̃-jê.	eat	Let's eat.
bapala	Ha-rɛ̃-bapalê.	play	Let's play.
bina	Ha-rɛ̃-binê.	sing	Let's sing.

C-1

A:	Naa u-batla ho-tsamaea le-nna?	Would like to go with me?
B:	Ēē, ha-rɛ̃-eê.	Yes, let's go.

C-2

A:	Kɛ̃-batla ho-ea le-uêna [Masëru].	I would like to go to Maseru with you.
B:	Ho-lokilë. Ha-rɛ̃-eê.	Okay (lit: It's right). Let's go.

M-2

ja	Ha-rɛ̃-eö-ja.	eat	Let's go eat.
bina	Ha-rɛ̃-eö-bina.	sing	Let's go sing
rôbala	Ha-rɛ̃-eö-rôbala.	sleep	Let's go sleep.
bapala bôlô	Ha-rɛ̃-eö-bapala bôlô.	play foot-ball	Let's go play foot-ball.
bua le tichêrê	Ha-rɛ̃-eö-bua le-tichêrê	speak to the teacher	Let's go speak to the teacher.

C-3

A:	Lijô li-lokilë. Ha-rɛ̃-eö-ja.	The food is ready. Let's go eat.
B:	Ho-lokilë. Ha-rɛ̃-eê.	Okay. Let's go.

M-3

ja	Ke-nakô ea-ho-ja.	eat	It's time to eat.
rôbala	Ke-nakô ea-ho-rôbala.	sleep	It's time to sleep.
sëbëtsa	Ke-nakô ea-ho-sëbëtsa.	work	It's time to work.
bapala	Ke-nakô ea-ho-bapala.	play	It's time to play.

C-4

A:	Ke-nakô ea-ho-[ja].	It's time to [eat].
B:	Ho-lokilë. Ha-rɛ̃-eö [ja].	Okay. Let's go [eat].

M-1

uêna	Uêna u-ëtsa'ng?	you	What are you doing?
eêna	Eêna o-ëtsa'ng?	he/she	What is he doing?

M-2

bala buka	John o-bala buka.	read a/the book	John's reading a book.
ngôla lengôlô	John o-ngôla lengôlô.	write a/the letter	John's writing a letter.
ithuta Sesotho	John o-ithuta Sesotho.	study Sesotho	John's studying Sesotho.
apara kobô	John o-apara kobô.	put on a/the blanket	John's putting on a blanket.
hlobola kobô	John o-hlobola kobô.	taking off a/the blanket	John's taking off a blanket.
bula monyakô	John o-bula monyakô.	open the door	John's opening the door.
noa köfi	John o-noa köfi.	drink coffee	John's drinking some coffee.

C-1

A: [John] o-ëtsa'ng?	What is [John] doing?
B: O-[apara kobô].	He's [putting on a blanket].

M-3

ja	Kêa-ja.	eat	I'm eating.
bapala	Kêa-bapala.	play	I'm playing.
tantša	Kêa-tantša.	dance	I'm dancing.
hlatsoa	Kêa-hlatsoa.	wash	I'm washing.
bala	Kêa-bala.	read	I'm reading.
fiêla	Kêa-fiêla	sweep	I'm sweeping.

C-2

A: U-ëtsa'ng?	What are you doing?
B: Kêa-[hlatsoa].	I'm [washing].

M-4

eêna	O-leka ho-ëtsa'ng?	he/she	What's he trying to do?
uêna	U-leka ho-ëtsa'ng?	you	What are you trying to do?

M-5

apara kobô	O-leka ho-apara kobô.	put on a blanket	He's trying to put on blanket.
tantša	O-leka ho-tantša.	dance	He's trying to dance.
bapala bôlô	O-leka ho-bapala bôlô.	play foot- ball	He's trying to play foot-ball.

C-3

A: Bôna [Susan].	Look at [Susan].
O-leka ho-ëtsa'ng?	What's she trying to do?
B: O-leka ho-[bapala bôlô].	She's trying to [play ball].

C-4

A: U-ëtsa'ng?	
B: Ha-ke-ëtse lethô.	I'm not doing anything.

TO THE STUDENT:

In Sesotho the only difference between the subject prefix of verbs for you (sg) and he/she is tone:

/g- / <u>you (sg)</u>	/g-bala hantlê/	'You read well.'
/o/ <u>he/she</u>	/o-bala hantlê/	'He/she reads well.'

While the only spoken difference between these two subject prefixes is tone, the Lesotho orthography indicates the difference ^{by} writing different vowels:

<u-> <u>you (sg)</u>	<u-bala hantlê>
<o-> <u>he/she</u>	<o-bala hantlê>

This means that when <u-> is a subject prefix, it does not have the same vowel quality as <u> occurring elsewhere (e.g., lumêla); it has exactly the same vowel quality as the third person singular prefix <o->. Hence <u-> and <o-> differ not in vowel quality, but only in tone, the second singular being low tone, while the third singular is high tone.

TO THE TEACHER

C-4 can be extended by using other questions about people whom the students know.

The following sentences differ only in that one set refers to the second person singular while the other refers to the third person singular. For those sentences which have a verb, this difference is only a matter of tone, and special practice is needed to recognize, and then to produce, this difference. When students have learned this difference (by any of several drill applications of this material), test their ability by giving sentences from both sets randomly, letting them respond with "uêna" and "eêna".

1 Uêna

U-tsoa kae?
 U-ea kae?
 U-mang?
 U-Thabô.
 U-tichêrê ea-ka.
 U-tantṣ̌a joang?
 U-sébetsa hantlê.
 U-bua haholo.
 U-tsoa lijông.
 U-bala hantlê.
 U-ngôla haholo.
 U-bina joang?
 U-tantṣ̌a kae?
 U-batla 'ng?
 U-ithuta Sesotho haholo.
 U-tseba Sesotho hantlê.
 U-tsamaea haholo.
 Na u-ea Leribê?
 Na u-tsoa Butha-Buthê?
 Na u-sébetsa Khauteng?
 Na u-phela Mohales Hoek?
 Na u-motsoallê oa Tsêpô?
 Na u-moithaopi oa Englane?

2. Eêna

O-tsoa kae?
 O-ea kae?
 Ke-mang?
 Ke-Thabô.
 Ke-tichêrê ea-ka.
 O-tantṣ̌a joang?
 O-sébetsa hantlê.
 O-bua haholo.
 O-tsoa lijông.
 O-bala hantlê.
 O-ngôla haholo.
 O-bina joang?
 O-tantṣ̌a kae?
 O-batla 'ng?
 O-ithuta Sesotho haholo.
 O-tseba Sesotho hantlê.
 O-tsamaea haholo.
 Na o-ea Leribê?
 Na o-tsoa Butha-Buthê?
 Na o-sébetsa Khauteng?
 Na o-phela Mohales Hoek?
 Na ke-motsoallê oa-Tsêpô?
 Na ke-moithaopi oa-Englane?

M-1

lapa Kẹ-lapilë.
thaba Kẹ-thabilë.
soaba Kẹ-soabilë.
halefa Kẹ-halefilë.

become hungry I'm hungry.
become happy I'm happy.
become sorry I'm sorry.
become cross, I'm angry.
angry

C-1

A: Kẹ-lapilë.
B: Le-nna kẹ-lapilë.
A: Naa lijô li-lokilë?
B: Hẹ-kẹ-tsebe. Hẹ-rẹ-eö böna.

I'm hungry.
Me too, I'm hungry.
Is the food ready?
I don't know. Let's go see.

C-2

A: Naa u-lapilë?
B: ĖĖ, kẹ-lapilë. Uĕnaa?
A: Le-nna kẹ-lapilë haholo.
B: Hẹ-rẹ-eö ja.
A: Naa lijô li-lokilë?
B: Hẹ-kẹ-tsebe. Hẹ-rẹ-eö böna.
A: Hẹ-rẹ-eĕ.

Are you hungry?
Yes, I'm hungry. You?
Me too, I'm very hungry.
Let's go eat.
Is the food ready?
I don't know. Let's go see.
Let's go.

C-3

A: Naa u-ea Lesotho?
B: ĖĖ kẹ-ea Lesotho.
A: Ua-rata ho-ea Lesotho?
B: ĖĖ kẹ-rata haholo.
A: U-thabilë joalë?
B: ĖĖ kẹ-thabilë haholo.

Do you like going to Lesotho?
Yes, I like (it) very much.
Are you happy then?
Yes, I'm very happy.

C-4

A: Naa u-kĕna sekölö?
B: Ê-ê, kẹ-kula.
A: Ua-kula?
B: ĖĖ.
A: Kẹ-hampe. Kẹ-soabilë.

Do you attend school?
No, I'm sick.
You are sick?
That's bad. I'm sorry.

Use a picture of one or more of the students in the current program with the following.

Möna ke-setšoantsô sa-[John].

[John] ke-moithaopi. O-tsoa [New York].

O-ithuta Sesotho haholo. O-ea Lesotho.

Ke-[tichêrê]. O-batla ho-ruta Lesotho.

O-lula [Smith Hall]. O-tseba ho-khanna,
empa ha-a-tsebe ho-palama.

Here is a picture of [John].

[John] is a volunteer. He comes
from [New York].

He is studying hard on Sesotho. He's
going to Lesotho.

He is a [teacher]. He wants to teach
in Lesotho.

He lives in [Smith Hall]. He knows (how)
to drive, but he doesn't know (how)
to ride.

Q-1

T: Höo ke'ng?

S: Ke-setšoantsô sa-moithaopi.

Q-2

T: Möo ke-mang?

S: Ke-[John].

Q-3

T: Naa [John] ke-moithaopi oa-Amërika kapa ke-oa-Englane?

S: Ke-oa-Englane.

Q-4

T: Naa o-këna sekölö?

S: Eë, o-ithuta Sesotho.

Q-5

T: O-sëbëtsa'ng?

S: Ke-[tichêrê].

Q-6

T: Naa o-tseba ho-[palama]?

S: Ê-ê ha-a-tsebe.

Or: Ê-ê, ha-a-tsebe, empa o-tseba ho-khanna.

Q-7

T: Motsoallê oa-hae ke-mang?

S: Ke-[Bill].

Q-8

T: Tichêrê ea-hae ke-mang?

S: Ke-[Thabô].

M-1

batla	Mookamëli o-batla mang?	look for	Who is the director looking for?
bitsa	Mookamëli o-bitsa mang?	call	Who is the director calling?
roma	Mookamëli o-roma mang?	send	Who is the director sending?

C-1

A: Mookamëli o-[batla] mang?	Who is the director looking for?
B: O-[batla] [Bill].	He is looking for Bill.

M-2

bua	O-bua le-mang?	speak	Who is he speaking with?
tsamaea	O-tsamaea le-mang?	walk	Who is he walking with?
ja	O-ja le-mang?	eat	Who is he eating with?
palama	O-palama le-mang?	ride	Who is he riding with?
bina	O-bina le-mang?	sing	Who is he singing with?

C-2

A: O-bua le-mang?	Who is he speaking with?
B: O-bua le-[Susan].	He is speaking with Susan.

C-3

A: (at the door, looks in)
B: U-batla mang?
A: Ke-batla [Susan].
B: Öö, kea-lëboha.

C-4

A: (at the door, looks in)	
B: U-batla mang?	
A: Ha-ke-batle motho.	I don't want anybody.
B: Öö, ke-hantlê.	

C-5

A: (at the door, looks in)

B: U-batla'ng?

What do you want?

A: Kẹ-batla [tichêrê ea-ka].

Or: Hẹ-kẹ-batle lethô.

I don't want anything.

B: Öö.

C-6

[John]: (calling out) [Thabô]!

A: (to John) U-bitsa nna?

Are you calling me?

[John]: Ê-ê, hẹ-kẹ-bitse uêna.

No, I'm not calling you.

A: U-bitsa mang?

[John]: Kẹ-bitsa [Thabô].

C-7

A and B: (GREETINGS EXCHANGE)

A: Kẹ-ea [Warner Springs].

B: U-tsamaea le-mang?

A: Kẹ-tsamaea le-motsoallê oa-ka.

B: Motsoallê oa-hao kẹ-mang?

A: Kẹ-[Ann].

B: Öö, kẹ-hantlê.

Cycle 39 I'm going to the post office.

39-1

M-1

[Masëru]	Kë-ea [Masëru].	[Maseru]	I'm going to [Maseru].
pösöng	Kë-ea pösöng.	post office	I'm going to the post office.
lijöng	Kë-ea lijöng.	dining hall	I'm going to the dining hall.
Smith Hall	Kë-ea Smith Hall.	Smith Hall	I'm going to Smith Hall.

C-1

A: U-ea kae?

B: Kë-ea [lijöng].

I'm going to the dining hall.

M-2

töröpöng	O-tsoa töröpöng.	town	He/she's coming from town.
kërekëng	O-tsoa kërekëng.	church	He/she's coming from church.
haë	O-tsoa haë.	home	He/she's coming from home.
öfising	O-tsoa öfising.	office	He/she's coming from the office.

C-2

A: O-tsoa kae?

B: O-tsoa [töröpöng].

M-3

Moriya	O-sëbëtsa Moriya.	Moriya	He works at Moriya.
pösöng	O-sëbëtsa pösöng.	post office	He works at the post office.
lebënkëlëng	O-sëbëtsa lebënkëlëng.	store	He works at the store.
öfising	O-sëbëtsa öfising.	office	He works at the office.

C-3

A: Dinêô o-sëbëtsa kae?

B: O-sëbëtsa [pösöng].

A: U-lula kae?

B: Kë-lula [Masëru].

C-4

A: Naa u-batla ho-ea [pösöng]?

B: Êë.

Or: Ê-ê, ha-ke-batle.

C-5

A and B: (GREETING EXCHANGE).

A: U-ea kae?

B: Kẹ-ea [pösöng].

A: U-tsoa kae?

B: Kẹ-tsoa [lijöng]. Uêna, u-tsoa kae?

A: Kẹ-tsoa [kërëkëng].

B: U-ea kae?

A: Kẹ-ea haë.

A and B: (LEAVE-TAKING EXCHANGE)

M-1

Sesotho	Naa u-utloisisa Sesotho?	Sesotho	Do you understand Sesotho?
Sekhooa	Naa u-utloisisa Sekhooa?	English	Do you understand English?
Seburu	Naa u-utloisisa Seburu?	Afrikaans	Do you understand Afrikaans?
Sefora	Naa u-utloisisa Sefora?	French	Do you understand French?

M-2

Sesotho	H ₃ -ke-utloisisa Sesotho.	Sesotho	I don't understand Sesotho.
Sekhooa	H ₃ -ke-utloisisa Sekhooa.	English	I don't understand English.
Seburu	H ₃ -ke-utloisisa Seburu.	Afrikaans	I don't understand Afrikaans.
Sefora	H ₃ -ke-utloisisa Sefora.	French	I don't understand French.

C-1

A: U-utloisisa [Sesotho]?	Do you understand [Sesotho]?
B: Ê-ê, h ₃ -ke-utloisisa [Sesotho] hantlê.	No, I don't understand Sesotho well.
Or: E-seng haholo.	Or: Not very well.

C-2

To the instructor: Ask the students some questions using neng? (when) and hobane'ng? (why) to which they can answer, H₃-ke-utloisisa (since these have not yet been introduced).

T: [...neng?]
S: H ₃ -ke-utloisisa.	

C-3

To the instructor: Engage the students in conversation, using materials from earlier cycles; speak at the rate you would use with another Mosotho. If the student understands you, fine. If not, then he will have occasion to use the following.

T: [].
S: H ₃ -ke-utloisisa.	I don't understand.
Ak'u buê butlê.	Please speak slowly.

T: []
S: Ha-ke-utloisise. I don't understand.
Ak'u phetê hapê. Please repeat.

M-3

utloisise	John ha ₃ - <u>a</u> -utloisise Seburu.	understand	John doesn't understand Afrikaans.
ithute	John ha ₃ - <u>a</u> -ithute Seburu.	study	John doesn't study Afrikaans.
tsebe	John ha ₃ - <u>a</u> -tsebe Seburu.	know	John doesn't know Afrikaans.
bue	John ha ₃ - <u>a</u> -bue Seburu.	speak	John doesn't speak Afrikaans.

C-5

A: Naa [John] o-utloisisa [Seburu]?
B: Ê-ê, ha-a-utloisise [Seburu].

C-6

A: [John] o-ičhuta [Sesotho]?
 B: Ēē.
 A: O-utloisisa hantlê?
 B: Ê-ê, ha-a-utloisise.
 Or: E-seng haholo.
 Or: Ēē.

M-1

Bill	Susan o-na le-Bill.	Bill	Susan is with Bill.
tichêrê	Susan o-na le-tichêrê.	teacher	Susan is with the teacher.
mookamêli	Susan o-na le-mookamêli.	director	Susan is with the director.
mmê	Susan o-na le-mmê.	(my) mother	Susan is with (my) mother.
motsoallê	Susan o-na le-motsoallê.	her friend	Susan is with her friend.
oa-hae	oa-hae.		

C-1

A: [Susan] o-na le-mang?

B: O-na le-[Bill].

C-2

A: U-na le-mang?

B: Kê-na le-[moithaopi oa-Amërika].

M-2

tsamaea	John o-tsamaea le-mang?	walk, go	Who is John going with?
palama	John o-palama le-mang?	ride	Who is John riding with?
ja	John o-ja le-mang?	eat	Who is John eating with?
lula	John o-lula le-mang?	stay	Who is John staying with?
na	John o-na le-mang?	be	Who is John with?

C-3

A: [John] o-[lula] le-mang?

B: O-lula le-motsoallê oa-hae [Bill].

C-4

A: U-ea kae?

B: Kê-ea [pösöng].

A: U-ea [pösöng] le-mang?

B: Kê-tsamaea le-[ntatë].

Or: Le-[ntatë].

Or: Kê-tsamaea ke-le-mong.

I'm going alone.

(lit: I'm going
it is one.)

M-4

mamêlê	Ak'u mamêlê hantlê.	listen	Please listen carefully.
tlê	Ak'u tlê koano.	come	Please come here.
êmê	Ak'u êmê hannyane.	stand/wait	Please wait for a while.

C-4

A: Ak'u tlê koano.	Please come here.
B: Kêa-tla.	I'm coming.

C-5

A: Kêa-tsamaea.	I'm going.
B: Ak'u êmê hannyane.	Please wait a little.
Kê-batla ho-bua le-uêna.	I want to speak with you.
A: Ho-lokilê.	Okay.
Or: Phakisa. Kê-tatilê.	Or: Hurry. I'm anxious to go.

C-5

A: U-ea kae?

B: K_ə-ea [lebënkëlëng].

A: U-ea le-mang?

B: K_ə-ea le-[Têl11ô].

M-1

pênê	Ak'u nkalimê pênê.	pen	Please lend me a pen.
buka	Ak'u nkalimê buka.	book	Please lend me a book.
pêntsêlê	Ak'u nkalimê pêntsêlê.	pencil	Please lend me a pencil.
chêlêtê	Ak'u nkalimê chêlêtê.	money	Please lend me some money.

C-1

A: Ak'u nkalimê [pênê]. Please lend me a [pen].
 B: (giving it) Nka. Take (it).
 A: Tanki.

Or: Kêa-lêboha.

M-2

pênê	Hâ-ke-na pênê.	pen	I don't have a pen.
eôna	Hâ-ke-na eôna.	it	I don't have it.
buka	Hâ-ke-na buka.	book	I don't have a book.

C-2

A: Ak'u nkalimê [pêntsêlê].
 B: Hâ-ke-na eôna. I don't have one.
 A: Öö.

M-3

bohôbê	Ak'u nnêhêlêtsê bohôbê.	bread	Please pass me the bread.
lebese	Ak'u nnêhêlêtsê lebese.	milk	Please pass me the milk.
khaba	Ak'u nnêhêlêtsê khaba.	spoon	Please pass me a spoon.
tsoekere	Ak'u nnêhêlêtsê tsoekere.	sugar	Please pass me the sugar.

C-3

To the student: At your next meal ask for some item to be passed to you (Ak'u nnêhêlêtsê []). If you need something from the waiter or the food counter, use the phrase Ak'u mphê [].

M-1

To the instructor: Bring the following objects to class and teach the students to identify them (cf. cycle 5). Then teach the following sentences.

apolê	Kę-na le-apolê.	apple	I have an apple.
botlôlô	Kę-na le-botlôlô	bottle	I have a bottle.
lebôkôsê	Kę-na le-lebôkôsê.	box	I have a box.
koae	Kę-na le-koae.	tobacco	I have some tobacco.
mollô	Kę-na le-mollô.	fire/match	I have a match.
khaba	Kę-na le-khaba.	spoon	I have a spoon.
thipa	Kę-na le-thipa.	knife	I have a knife.

C-1

To the instructor: Give each student one of the above objects.

A: Uêna u-na le-eng? You, what do you have.

Or: Uêna u-na le'ng?

B: Kę-na le-[apolê]. I have an [apple].

C-2

A: [Bill] o-na le'ng? What does [Bill] have?

B: O-na le-[botlôlô]. He has a [bottle].

M-3

na	[Tšêpô] o-na le'ng?	be	What does Tsepo have?
tla	[Tšêpô] o-tla le'ng?	come	What does Tsepo come with?
batla	[Tšêpô] o-batla'ng?	want	What does Tsepo want?
bôna	[Tšêpô] o-bôna'ng?	see	What does Tsepo see?

* * * * *

na	[Tšêpô] o-na le-mang?	be	Who is Tsepo with?
tla	[Tšêpô] o-tla le-mang?	come	Who is Tsepo coming with?
batla	[Tšêpô] o-batla mang?	want	Who does Tsepo want?
bôna	[Tšêpô] o-bôna mang?	see	Who does Tsepo see?

C-3

A: [Thabô] oa-tla.

B: O-tla le'ng?

A: O-tlisa [lijô].

B: Öö, ke-hantlê.

[Thabô] is coming.

What is he coming with?

He's bringing food.

Oh, good.

C-4

A: [John] o-tsoa kae?

B: O-tsoa [pösöng].

O-tla le-[lengôlô].

Where is John coming from?

He's coming from the post office.

He's coming with a letter.

M-1

buka	Tlisa buka.	book	Bring the book.
köfi	Tlisa köfi.	coffee	Bring some coffee.
pênê	Tlisa pênê.	pen	Bring the pen.
setulô	Tlisa setulô.	chair, seat	Bring a chair.

C-1

A: Kẹ-batla köfi. Tlisa [köfi].

B: (Doesn't hear well) U-re'ng?

What did you say? [Lit: What are you saying?]

A: Kẹ-re: Kẹ-batla [köfi]. Tlisa [köfi].

C-2

A: Tlisa [köfi].

B: U-batla [köfi]?

A: Ēē, kẹ-batla [köfi].

B: Ōō, kẹ-hantlê. (Brings tea).

A: Ê-ê, hẹ-se-[köfi]. Kẹ-teē.

M-2

bitsa	Bitsa Phiri.	call	Call Phiri.
bôna	Bôna Phiri.	look	Look at Phiri.
tsamaea	Tsamaea le-Phiri.	walk, go	Go with Phiri.
bua	Bua le-Phiri.	speak	Speak with Phiri.

C-3

A: Bitsa Phiri. Kẹ-batla ho-[bua] le-eêna.

B: Phiri, tlöö koano. Motsoallê oa-ka o-batla ho-[bua] le-uêna.

M-3

chêlêtê	Kẹ-fa Mphô chêlêtê.	money	I'm giving Mpho some money.
köfi	Kẹ-fa Mphô köfi.	coffee	I'm giving Mpho some coffee.
setulô	Kẹ-fa Mphô setulô.	chair, seat	I'm giving a chair to Mpho.
lengôlô la-hae	Kẹ-fa Mphô lengôlô la-hae.	his/her letter	I'm giving Mpho her letter.

C-4

A: U-ëtsa'ng?

B: Kẹ-fa Mphô setulô.

M-4

pênê ea-hao	Faa Mphô pênê ea-hao.	your pen	Give your pen to Mpho.
pampiri	Faa Mphô pampiri.	paper	Give a paper to Mpho.
setulô	Faa Mphô setulô.	chair	Give a chair to Mpho.
lengôlô la-hae	Faa Mphô lengôlô la-hae.	his/her letter	Give Mpho her letter.

C-5

T: [John] faa [Mphô] [pênê ea-hao].

[Mphô]: (receiving the pen) Tanki.

C-6

T: [John], faa [Susan] [setulô].

O-batla ho-[lula fatše].

[John]: Hẹ-ke-na [setulô].

C-7

T: [John], faa [Susan] [pampiri].

O-batla ho-[ngôla].

[John]: U-re'ng?

T: Kẹ-re: [Susan] o-batla [pampiri].

[John]: Hẹ-ke-na [eôna].

C-8

A: Naa [Bill] o-bitsa [John]?

B: Ê-ê, hẹ-a-bitse [John].

A: O-bitsa mang?

B: U-re'ng?

A: Kẹ-re: Naa o-bitsa mang?

B: O-bitsa [Susan].

M-1

Susan	Susan o-kae?	Susan	Where is Susan?
ntatë	Ntatë o-kae?	father	Where is (my) father?
mmê	Mmê o-kae?	mother	Where is (my) mother?
mookamëli	Mookamëli o-kae?	director	Where is the director?

C-1

T: (Noting an absence in the class.)

[Susan] o-kae?

Where is Susan?

S: O-dormitoring. Oa-kula.

She is in the dorm. She's sick.

T: Öö, ke-hampe haholo.

Oh, that's too bad.

M-2

banka	O-bankëng.	bank	He/she's at the bank.
mmaraka	O-mmarakëng.	market	He/she's at the market.
tôrôpô	O-töröpöng.	town	He/she's in town.
haë	O-haë	home	He/she's at home.
[Warner Springs] O-[Warner Springs]		[Warner Springs]	He/she's at [Warner Springs].

C-2

T: [Bill] o-kae? (Noting an absence in the class.)

S: O-[bankëng]. Oa-tla.

He's at the bank. He's coming.

T: Ho-lokilë. Ha-reṣ-qalëng.

Okay. Let's (pl) begin.

M-3

baokamëli	Baokamëli ba-kae?	the staff	Where are the staff?
baithaopi	Baithaopi ba-kae?	volunteers	Where are the volunteers?
John le-Bill	John le-Bill ba-kae?	John and Bill	Where are John and Bill?
bahlankana	Bahlankana ba-kae?	boys, young	Where are the boys?
		men	
baroëtsana	Baroëtsana ba-kae?	girls, young	Where are the girls?
		women	

M-1

Susan	Susan o-kae?	Susan	Where is Susan?
ntatë	Ntatë o-kae?	father	Where is (my) father?
mmê	Mmê o-kae?	mother	Where is (my) mother?
mookamëli	Mookamëli o-kae?	director	Where is the director?

C-1

T: (Noting an absence in the class.)

[Susan] o-kae?

Where is Susan?

S: O-dormitoring. Oa-kula.

She is in the dorm. She's sick.

T: Öö, ke-hampe haholo.

Oh, that's too bad.

M-2

banka	O-bankëng.	bank	He/she's at the bank.
mmaraka	O-mmarakëng.	market	He/she's at the market.
tôrôpô	O-töröpöng.	town	He/she's in town.
haë	O-haë	home	He/she's at home.
[Warner Springs] O-[Warner Springs]		[Warner Springs]	He/she's at [Warner Springs]

C-2

T: [Bill] o-kae? (Noting an absence in the class.)

S: O-[bankëng]. Oa-tla.

He's at the bank. He's coming.

T: Ho-lokilë. Ha-rë-qalëng.

Okay. Let's (pl) begin.

M-3

baokamëli	Baokamëli ba-kae?	the staff	Where are the staff?
baithaopi	Baithaopi ba-kae?	volunteers	Where are the volunteers?
John le-Bill	John le-Bill ba-kae?	John and Bill	Where are John and Bill?
bahlankana	Bahlankana ba-kae?	boys, young	Where are the boys?
		men	
baroëtsana	Baroëtsana ba-kae?	girls, young	Where are the girls?
		women	

M-4

lijöng	Baokamëli ba-lijöng.	dining hall	The staff are at the dining hall.
mmarakëng	Baokamëli ba-mmarakëng.	market	The staff are at the market.
sekölöng	Baokamëli ba-sekölöng.	school	The staff are at the school.
öfising	Baokamëli ba-öfising.	office	The staff are at the office.

C-3

- A: [Baokamëli] ba-kae? Where are the staff.
 B: Ba-öfising]. They are at the office.
 A: Ba-ëtsa'ng?
 B: Ba-[noa teë]. They are drinking tea.
 A: Öö, kęa-bôna.

M-5

sekölöng	Ba-ea sekölöng le-mang?	school	Who are they going to school with?
mmarakëng	Ba-ea mmarakëng le-mang?	market	Who are they going to the market with?
bankëng	Ba-ea bankëng le-mang?	bank	Who are they going to the bank with?
pösöng	Ba-ea pösöng le-mang	post office	Who are they going to the post office with?

C-4

- A: Bill le-John] ba-ea [sekölöng] le-mang?
 B: Ba-ea le-[Linêô].
 A: Ba-qala ho-ithuta Sesotho? Are they beginning to learn Sesotho?
 B: Ēë, baa-qala. Yes, they are beginning.

M-1

ngôla	Thabô o-ngôla kapele.	write	Thabo writes fast.
bua	Thabô o-bua kapele.	speak	Thabo speaks rapidly.
sëbëtsa	Thabô o-sëbëtsa kapele.	work	Thabo works fast.
tsamaea	Thabô o-tsamaea kapele.	walk, go	Thabo walks fast.

C-1

- A: Tichêrê ea-hao o-[bua] joang? How does your teacher speak?
 B: O-[bua] kapele.
 Or: Kapele.

M-2

ngôla	Tichêrê ea-ka o-ngôla hampe.	write	My teacher writes badly.
khanna	Tichêrê ea-ka o-khanna hampe.	drive	My teacher drives badly.
bina	Tichêrê ea-ka o-bina hampe.	sing	My teacher sings badly.

C-2

- A: Tichêrê ea-hao o-[ngôla] joang?
 B: O-[ngôla] hampe.
 A: O-[ruta] joang?
 B: Ha-a-tsebe ho-[ruta]. He doesn't know (how) to [teach].
 A: Ao! Really?
 B: Kannete. [O-bua ka-Sekhooa Truly. [He speaks too much English].
 haholo].

C-3

- A: Ba-re tichêrê ea-[Ken] o-ruta They say Ken's teacher teaches well.
 hantlê.
 B: Mang? Who?
 A: Tsêpô. Ha-a-bue kapele, mme Tsepo. He doesn't speak fast, and
 o-bua ka-Sesotho fêêla. he only speaks in Sesotho.

C-4

A: Ba-re tichêrê ea-[Ken] hâ-a-rate ho-ruta.

B: U-re'ng?

What are you saying?

Or: Hâ-ke-a-utloa.

I don't hear.

A: Kê-re, ba-re tichêrê ea-[Ken]
hâ-a-rate ho-ruta.

I say, they say Ken's teacher doesn't
like to teach.

B: Hâ-se-nnete. Tichêrê ea-[Ken]
o-rata ho-ruta.

It's not the truth. Ken's teacher
likes to teach.

M-3

tichêrê

Kê-rata tichêrê ea-ka
ea-Lesotho.

teacher

I like my teacher
from Lesotho.

motsoallê

Kê-rata motsoallê oa-ka
oa-Lesotho.

friend

I like my friend from
Lesotho.

C-5

A: U-rata mang?

B: Kê-rata [tichêrê ea-ka ea-Lesotho].

Use picture number 1 for the following.

Möna re-bôna monna le mosali oa-haë.

Ke-batho ba-Lesotho. Ke-Basotho.

Ba-ea haë. Ke-mantsiboea.

Hapê, re-bôna möna botlê ba-Lesotho.

Re-bôna lithaba tsa-Lesotho.

Mme re-bôna sefatê.

Ke-sefatê sa-përëkisi.

Mme re-bôna lipalesa sefatëng.

Ke-nakô ea-selemô.

Hapê, monna le-mosali ba-feta pela sefatê.

Mosali o-kapele, monna o-kamorao.

Q-1

T: U-bôna'ng möö?

S: (Responds with as much information
about this picture as he can)

Q-2

T: Batho ba-ea kae?

S: Ba-ea haë.

Q-3

T: Ba-tsoa kae?

S: Ha-re-tsebe.

Q-4

T: Ba-feta kae?

S: Ba-feta pela sefatê.

Here we see a man and his wife.

They are people of Lesotho. They are Basotho.

They are going home. It is afternoon.

Also we see here the beauty of Lesotho.

We see the mountains of Lesotho.

And we see a tree.

It's a peach tree.

And we see flowers in the tree.

It is springtime.

Also the man and his wife are passing
near the tree.

The woman is in front, the man is in back.

What do you see here?

Where are the people going?

Where are they going?

Q-5

T: Mosali o-kae?

S: O-kapele.

T: Monna o-kae?

Or: Monna eênaa?

S: O-kamorao.

Or: Eêna o-kamorao.

She's in front.

The man?

He's in back.

Q-6

T: Ke-batho ba-Lesotho kapa ba-Amërika?

S: Ke-ba-Lesotho.

Are they people of Lesotho or America?

Q-7

T: Ke-monna kapa mohlankana?

S: Ke-monna.

T: Ke-mosali kapa moroëtsana?

S: Ke-mosali.

Is he a man or a boy?

Is she a woman or a girl?

Q-8

T: Ke-nakô efe?

S: Ke-selemô.

T: Ke-nakô ea-mantsiboea kapa hoseng?

S: Ke-mantsiboea.

What (lit: which) season is it?

It's spring.

Is it afternoon or morning?

Q-9

T: Lesotho ke-naha ë-ntlê. Möna re-bôna
botlê ba-Lesotho. Naa ua-lumêla?

S: Eë, kęa-lumêla.

Lesotho is a beautiful country.

Here we see the beauty of Lesotho.

Do you agree?



Picture Number 1 (Cycle 47)

W. v. d. Kallen, N..V. F.

M-1

ho-tantša	Kę-rata ho-tantša, fêêla hą-ke-tsebe.	to dance	I would like to dance, only I do not know (how).
ho-ruta	Kę-rata ho-ruta, fêêla hą-ke-tsebe.	to teach	I would like to teach, only I do not know (how).
ho-palama	Kę-rata ho-palama, fêêla hą-ke-tsebe.	to ride	I would like to ride, only I do not know (how).
ho-phêha	Kę-rata ho-phêha, fêêla hą-ke-tsebe.	to cook	I would like to cook, only I do not know (how).

C-1

A: Naa u-rata ho-[tantša]?

B: Ěě, kę-rata ho-tantša, fêêla
hą-ke-tsebe.Yes, I would like to dance, only
I don't know (how).Or: Ěě, kę-rata, fêêla
hą-ke-tsebe.Yes, I would like (to), only
I don't know (how).M-2

ngôla; bala	Eêna o-ngôla hampe, fêêla o-bala hantlê.	write; read	She/he writes badly, only she/he reads well.
bina; tantša	Eêna o-bina hampe, fêêla o-tantša hantlê.	sing; dance	She/he sings badly, only she/he dances well.
bua; utloisisa	Eêna o-bua Sesotho hampe, fêêla o-utloisisa hantlê.	speak; understand	She/he speaks Sesotho badly but she/he understands well.

C-2

A: O-[ngôla] joang?

B: O-[ngôla] hampe, fêêla o-[bala]
hantlê.

He [writes] badly, but he reads well.

M-3

köfi le-teë	Kę-rata köfi le-teë.	coffee and tea	I like coffee and tea.
nama le-mahe	Kę-rata nama le mahe.	meat and eggs	I like meat and eggs.
bohôbê le-bôtôrô	Kę-rata bohôbê le-bôtôrô.	bread-n-butter	I like bread-n-butter.
lipêrê le-lintja	Kę-rata lipêrê le-lintja.	horses and dogs	I like horses and dogs.

C-3

A: (Naa) u-rata [köfi] kapa [teë]?
 B: Kẹ-rata [köfi], ha-ke-rate [teë].

Do you like [coffee] or [tea]?
 I like [coffee], I don't like [tea].

M-4

lijô	Le-rata lijô life?	food	Which foods do you (pl) like?
linô	Le-rata linô life?	drinks	Which drinks do you (pl) like?
liphôôfôlô	Le-rata liphôôfôlô life?	animals	Which animals do you (pl) like?

C-4

T: Le-rata [linô] life?
 S₁: Kẹ-rata [köfi].
 S₂: Nna kẹ-rata [köfi],
 Le-[teë], le-lebese].
 S₃: Nna kẹ-rata [mëtsi] fêêla.

Me, I like [coffee],
 [tea], and [milk].
 Me, I only like [water].

C-5

T: U-rata liphôôfôlô life?
 S: Kẹ-rata lintja le-lipêrê,
 ha-ke-rate likatse.

Which animals do you like?
 I like dogs and horses,
 I don't like cats.

M-1

oa-rona	Mookamëli oa-rona o-kae?	our	Where is our director?
oa-lona	Mookamëli oa-lona o-kae?	your	Where is your director?
oa-bôna	Mookamëli oa-bôna o-kae?	their	Where is their director?

C-1

A:	Mookamëli oa-rona o-kae?	Where is our director?
B:	O-[öfising]. O-bua le-[tichêrê] ea-rona.	
A:	Öö.	

C-2

A:	[Mookamëli] oa-rona o-kae?	
B:	(pointing) O-mane.	He's over there.
A:	Kae?	
B:	Pela sefatê.	Near the tree.
A:	O-ëtsa'ng?	
B:	O-bua le-tichêrê ea-lona.	

C-3

A:	[Susan le-Ann] ba-ea [lebënkëlëng] le-mang?	
B:	Ba-ea le-baokamëli ba-bôna.	They're going with their staff leaders.

C-4

A:	[David le-Joe] ba-kae?	Where are [David and Joe]?
B:	Ba-sekölöng. Ba-bapala bôlô le-tichêrê ea-bôna.	They're at school. They're playing ball with their teacher.

M-2

morënéng	O-ea morënéng le-bö=mang?	chief's place	Who is he going to the chief's place with?
thabëng	O-ea thabëng le-bö=mang?	mountain	Who is he going to the mountain with?

mmarakëng	O-ea mmarakëng le-bö=mang?	market	Who is he going to the market with?
öfising	O-ea öfising le-bö=mang?	office	Who is he going to the office with?
bankëng	O-ea bankëng le-bö=mang?	bank	Who is he going to the bank with?

C-5

A: O-ea [bankëng] le-bö=mang?

Who is he going to the [bank] with?

B: O-ea le-bö=[John].

He is going with John (and his companions).

M-3

pösöng	Kë-lula pösöng.	post office	I live in the area of the post office.
sekölöng	Kë-lula sekölöng.	school	I live in the area of the school.
morënëng	Kë-lula morënëng.	chief's place	I live in the area of the chief's place.
kërekëng	Kë-lula kërekëng.	church	I live in the area of the church.

C-6

T: U-lula kae?

A: Kë-lula [pösöng].

T: Uêna u-lula kae?

B: Kë-lula [kërekëng].

T: Uênaa?

And you?

C: Nna kë-lula [sekölöng].

C-7

A: Thabô o-lula kae?

B: O-lula [pösöng].

C: Ê-ê, hã-a-lule [pösöng].

B: O-lula kae?

C: O-lula [morënëng].

B: Öö.

M-1

Practice the above sentences as follows:

T: Naa u-bôna tichêrê?

S: Naa ua-mo-bôna?

Teacher

Response (student or class)

Naa u-rata tichêrê ea-hao?

Naa ua-mo-rata? Do you like him?

Naa u-bôna tichêrê?

Naa ua-mo-bôna? Do you see him?

Naa u-mamêla tichêrê?

Naa ua-mo-mamêla? Do you listen to him?

Naa u-thusa tichêrê?

Naa ua-mo-thusa? Do you help him?

C-1

A: Naa u-[rata] tichêrê ea-hao?

B: Ēē kea-mo-[rata].

C-2

A: U-tsoa kae?

B: Kē-tsoa sekölöng.

A: Tichêrê ea-hao kē-mang?

B: Kē-[Thabô].

C-3

A: Tichêrê ea-hao o-tsoa kae?

B: O-tsoa [Leribê].

A: Naa o-tseba ho-ruta hantlê?

B: Ēē, oa-tseba, fêêla o-[bua kapele].

C-4

A: Naa u-rata tichêrê ea-hao?

Or: Naa ua-mo-rata?

B: Ēē, kē-mo-rata haholo.

Yes, I like him.

A: Kē-rata ho-mo-bôna. O-kae?

B: O-[k'hêfing].

He's at the cafe.

A: O-na le-mang?

Who is he with?

B: O-na le-[Thêkô].

He's with [Theko].

C-5

Combine C-2, C-3, C-4.

C-6

Repeat C-5.

A: Kəa-tsamaea joalë. Sala hantlê. I'm going now. Good-bye.

B: Ho-lokilë. Kə-tsamaea le-uêna. Okay. I'm going with you.

M-1

ka-bese	John o-ea [töröpöng] ka-bese.	by bus	John is going to town by bus.
ka-kölöi	John o-ea [töröpöng] ka-kölöi.	by car	John is going to town by car.
ka-pêê	John o-ea [töröpöng] ka-pêê.	on horseback	John is going to town on horseback.
ka-maoto	John o-ea [töröpöng] ka-maoto.	on foot	John is going to town on foot.

M-2

ea	O-ea ka'ng?	go	How is he going?
tla	O-tla ka'ng?	come	How is he coming?
tsamaea	O-tsamaea ka'ng?	walk, go	How is he travelling?
êta	O-êta ka'ng?	travel, visit	How is he travelling?

C-1

A: [John] o-ea [töröpöng].
B: O-ea ka'ng?
A: Ka-[kölöi].

How is he going?
By [car].

C-2

A: John o-tla hosasa?
B: Ê-ê o-tla kajëno.
A: O-tla ka'ng?
B: O-tla ka-[bese].

Is John coming tomorrow?
No, he's coming today.
How is he coming?

C-3

A: O-tsoa [thabëng] ka'ng?
B: Ka-[pêê].

How is he coming from the [mountain]?
He's coming on horseback.

M-3

Amërika	Batho ba-Amërika ba-tsamaea ka'ng?	How do the people of America travel?
Lesotho	Batho ba-Lesotho ba-tsamaea ka'ng?	How do the people of Lesotho travel?

M-4

ka-tönki	H ₃ -ba-tsamaee ka-tönki.	by donkey	They do not travel by donkey.
ka-sefofane	H ₃ -ba-tsamaee ka-sefofane.	by plane	They do not travel by plane.
ka-terene	H ₃ -ba-tsamaee ka-terene.	by train	They do not travel by train.
ka-baesekele	H ₃ -ba-tsamaee ka-baesekele	by bicycle	They do not travel by bicycle.

C-4

T: Batho ba-Lesotho ba-tsamaea ka-maoto, ka-pêrê, ka-bese le-ka-kölöi.	The people of Lesotho travel on foot, on horseback, by bus and by car.
H ₃ -ba-tsamaee ka-sefofane le-ka-terene.	They don't travel by plane or by train.
Batho ba-Amërika bā-tsamaea haholo ka-kölöi, empa h ₃ -ba-tsamaee haholo ka-maoto.	The people of America travel a lot by car, but they don't travel much on foot.
Ba-rata ho-tsamaea ka-sefofane.	They like to travel by plane.
T: Batho ba-Lesotho ba-tsamaea ka'ng?	
S: [].
T: Ba-Amërika bôna ba-tsamaea ka'ng?	
S: [].
T: Le-ea Lesotho ka'ng?	How are you (pl) going to Lesotho?
S: Ka-sefofane.	

C-5

T: U-rata ho-tsamaea ka'ng?	
S: Ka-[kölöi] le-ka-[sefofane].	
E-seng ka-maoto.	Not on foot.

C-1

A: Kẹ-lapilë.

I'm hungry.

B: Le-nna. Lijô li-lokilë?

Me too. Is the food
ready?

A: Kẹa-khôloa.

I think so.

B: Hẹ-rẹ-eö ja.

Let's go eat.

A: Eë, hẹ-rẹ-eê.

Yes, let's go.

M-1

o-lijông Kẹ-khôloa hore
o-lijông.

I think that he's at the
dining hall.

o-öfising Kẹ-khôloa hore
o-öfising.

I think that he's at the
office.

oa-kula Kẹ-khôloa hore oa-kula.

I think that she is sick.

o-lula le-Mphô Kẹ-khôloa hore o-lula le-Mphô.

I think that she lives
with Mpho.

C-2

A: John o-kae?

B: Kẹ-khôloa hore o-lijông.

A: Naa lijô li-lokilë?

B: Kẹa-khôloa. Hẹ-kẹ-tsebe hantlê.

C-3

A: [Mamêlîlô] o-lula le-mang?

B: Kẹ-khôloa hore o-lula le-[Mphô].

A: Öö.

C-4

T: (Noting an absence in the class.)

[Ann] o-kae?

S: Kẹ-khôloa hore oa-kula.

T: Kẹ-hampe.

C-5

A: [Ntatë] o-batla mang?

B: Kẹ-khōloa hore o-batla [mookamēli]. I think that he wants the [director].

U-batla mang, ntatë?

Who are you looking for?

[Ntatë]: Kẹ-batla [mookamēli]. O-kae?

B: Kẹ-khōloa hore o-ōfising ea-hae.

[Ntatë]: Öö. Kẹa-lëboha.

M-2

o-bua kapele Kẹ-hopola hore Thabô o-bua
kapele.

I think (i.e. I have the
opinion) that Thabô
speaks rapidly.

o-bua butlê Kẹ-hopola hore Thabô o-bua
butlê.

I think that Thabô
speaks slowly.

o-ruta hantlê Kẹ-hopola hore Thabô o-ruta
hantlê.

I think that he teaches
well.

C-6

A: Naa u-rata tichêrê ea-hao Thabô?

Do you like your teacher Thabo?

B: Ēë, kẹa-mo-rata.

Yes, I like him.

A: O-ruta joang?

B: Kẹ-hopola hore o-ruta hantlê,
fêêla o-bua butlê haholo.

I think that he teaches well, only he
speaks very softly.

C-7

A: Kẹ-nakô mang?

What time is it?

B: Hẹ-kẹ-na oache, fêêla kẹa-khōloa
kẹ-[1.00].

I don't have a watch, but I think it
is [1:00 o'clock].

M-1

Obtain pictures from magazines and newspapers for introducing the following.

Ke-lepölesa.

He's a policeman.

Ke-ngaka.

He's a doctor.

Ke-moruti.

He's a priest/minister.

Ke-molemi.

He's an Ag. Demonstration
Officer.

Ke-nêê.

She's a nurse.

Ke-mophêhi. Oa-phêha.

He's a cook. He cooks.

Ke-morêna. Oa-busa.

He's a chief. He governs.

Ke-mokhanni. O-khanna kölöi.

He's a driver. He drives
a car.

C-1

A: Naa [Tšêpô] ke-[moruti]?

Is [Tsepo] a priest?

B: Ê-ê, hâ-se-ke-[moruti]. Ke-[tichêê].

C-2

A: U- [molemi]?

B. Ê-ê, hâ-ke-[molemi]. Ke[tichêê].

C-3

A: U-sêbêtsa'ng?

What work do you do?

B: Ke-[mokhanni oa-likölöi].

I'm a driver of cars/trucks.

C-4

A: Ke-mang eö?

Who is that there?

B: Ke-[Mamêllo].

A: O-sêbêtsa'ng?

What work does she do?

B: Ke-[nêê].

She's a [nurse].

C-5

A: [Phiri] oa-tla kajëno.

B: [Phiri] ke-mang? Naa ke-[lepölesa]? Who is [Phiri]? Is he the policeman?

A: Èë, ke-[lepölesa].

C-6

A: [Tichêrê] oa-kula.

B: [Tichêrê] ke-mang?

Which teacher? (lit: The teacher is who?)

A: Ke-[Thabô].

M-2

tichêrê;	H ₃ -se-tichêrê,	teacher;	He's not a teacher,
morutuoa	ke-morutuoa fêêla.	student	he's only a student.
morêna;	H ₃ -se-morêna,	chief;	He's not a chief,
motho	ke-motho fêêla.	commoner	he's only a commoner.
ngaka;	H ₃ -se-ngaka,	doctor;	She's not a doctor,
nêse	ke-nêse fêêla.	nurse	she's only a nurse.
moruti;	H ₃ -se-moruti,	minister;	He's not a minister.
moholo	ke-moholo fêêla.	elder	he's only an elder.

C-7

A: [Susan] ke-[ngaka]?

B: Ê-ê, h₃-se-[ngaka], ke-nêse fêêla.

A: Öö, kea-bôna.

C-8

A: Nna ke-[tichêrê]. Naa uêna u-[morêna]?

B: Ê-ê, h₃-ke-[morêna]. Ke-[motho] fêêla. No, I'm not a chief. I'm just an ordinary man.

C-1

A: [Thabô]!

[Thabô]: Oëë.

(Answer given when one is called.)

A: Nkêmêlê.

Wait for me.

Kẹ-batla ho-tsamaea le-uêna.

[Thabô]: Phakisa. Kẹ-tatilë.

Hurry. I'm anxious (to go).

Kẹ-[lapilë haholo].

I'm [very hungry].

C-2

A: [Thabô]!

[Thabô]: Oëë.

A: Nkêmêlê.

Kẹ-batla ho-ea [lijöng] le-uêna.

[Thabô]: Ê-ê, hẹ-ke-ee [lijöng], kẹ-ea [bankëng].

A: Öö. Tsamaea.

C-3

A: [Thabô]!

[Thabô]: Oëë.

A: U-ea kae.

[Thabô]: Kẹ-ea lijöng.

A: Ak'u êmê hannyane.

Please wait a little.

Rona le-[John] re-batla

John and I want

ho-ea le-uêna.

to go with you.

C-4

A: [Thabô]!

[Thabô]: Oëë.

(Answer given when one is called from
a considerable distance.)

A: Nkêmêlê.

(catches up with Thabô, greets
him) U-kae?

How are you? (lit. Where are you?)

[Thabô]: Kẹ-tëng. Uêna u-kae?

I'm fine (lit: I'm there.) And how
are you?

A: Kẹ-tëng.

C-5

A: Lumêla.
 B: Ēē, lumêla.
 A: U-kae?
 B: Kẹ-těng. Uêna u-kae?
 A: Kẹ-těng.

M-1

Thabô!
 Thabô-oĕĕ.
 Thabô-ĕĕ.

(People at a distance
 are called in this
 fashion. See below
 for usage).

C-6

[John]: (Calling out from quite a distance)

Thabô! Thabô-oĕĕ! Thabô-ĕĕ!

Thabô: Oĕĕ.

[John]: Tlöö koano.

Come here.

Thabô: Kẹ-tla.

I'm coming.

C-7

[John]: Thabô! Thabô-oĕĕ! Thabô-ĕĕ!

A: (to B)

O-bitsa mang?

Who is he calling?

B: O-bitsa Thabô.

He's calling Thabo.

Thabô! John oa-u-bitsa.

Thabo! John is calling you.

Thabô: (to John)

Butlê. Kẹ-tla.

Take it easy (lit: slowly). I'm coming.

C-8

Thabô: (to A) Bitsa Phiri.

Kẹ-batla ho-bua le-eêna.

A: Phiri! Phiri-oĕĕ! Phiri-ĕĕ!

Phiri: Oĕĕ.

A: (to Phiri) Thabô oa-u-bitsa.

Thabo is calling you.

O-re o-batla ho-bua le-uêna.

He says he wants to speak with you.

Phiri: Kẹ-tla. Butlê.

Use picture number 1 for the following.

Möna re-bôna batho ba-babëli.

Ke-monna le-mosali. Ba-ëme hara tšimo,
mme ba-ëme pela sefatê.

Ba-apëre likobô. Basotho ba-apara likobô
haholo.

Monna o-roëtse katiba. Banna ba-Basotho
ba-roala likatiba haholo. O-tšöëre
molamu ka-letsôhê. Monna oa-Mosotho
kamehla o-tsamaea a-tsoëre molamu.

Mosali ha-aa-roala katiba, empa o-roëtse
tuku. Basali ba-roala lituku le-
likatiba kamehla.

Ha-aa-tšöara molamu.

Ba-roëtse liêta? Ha-re-tsebe, ha-re-böne
hantlê. Fêêla ke-khôloa hore ba-
tsamaea ka-maoto.

Q-1

T: Batho ba-ëme kae?

S: Ba-ëme hara tšimo.

Or: Pela sefatê.

Here we see two people.

They are a man and a woman. They are
standing in a field, and they are
standing near a tree.

They are wearing blankets. The Basotho
wear blankets a lot.

The man is wearing a hat. The Basotho
men wear hats a lot. He is grasping
a walking-stick in his hand.

A Mosotho man always walks about
grasping a stick.

The woman is not wearing a hat, but she
is wearing a head-scarf. The women
always wear headscarfs and hats.

She is not grasping a walking-stick.

Are they wearing shoes? We don't know,
we don't see well. Only I think
they are walking barefooted.

Q-2

T: Naa ke-banna fêêla?

S: Ê-ê, ke-monna le-mosali.

They are standing in the field.

Near the tree.

Q-3

T: Ba-apëre'ng?

S: Ba-apëre likobô.

Q-4

T: Monna o-roëtse'ng?

S: O-roëtse katiba.

T: Mosali eênaa?

S: Eêna o-roëtse tuku.

Q-5

T: Naa ua-ba-tseba?

Do you know them?

S: Hā-ke-ba-tsebe, fêêla ke-Basotho.

I don't know them, but they are Basotho.

Q-6

T: Monna o-tšöëre'ng?

S: O-tšöëre molamu.

T: Mosali eênaa?

S: Eêna hā-aa-tšöara lethô.

Q-7

T: Ba-ea kae?

S: Hā-ke-tsebe. Kēa-khōloa ba-ea haë.

Q-8

T: Basotho ba-apara'ng?

S: Ba-apara likobô.

Q-9

T: Banna ba-Basotho ba-roala'ng?

S: Ba-roala likatiba le-liêta.

M-1

lijana	Ak'u re-thusê ho-hlatsoa lijana.	dishes	Please help us wash the dishes.
liphahlô	Ak'u re-thusê ho-hlatsoa liphahlô.	clothes	Please help us wash the clothes.

C-1

A:	Mphô!		
Mphô:	Oëë!		
A:	U-sëbëtse 'ng?		
Mphô:	Ha-ke-sëbëtse lethô. Or: Lethô.	I'm not doing anything. Nothing.	
A:	Ak'u re-thusê ho-hlatsoa [lijana].		

M-2

Sesotho	Ak'u re-rutê Sesotho.	Sesotho	Please teach us Sesotho.
ho-palama	Ak'u re-rutê ho-palama.	to ride	Please teach us how to ride.
ho-phêha	Ak'u re-rutê ho-phêha.	to cook	Please teach us how to cook.

C-2

[John]:	Ak'u re-rutê Sesotho.
[Thêkô]:	Le-batla ho-tseba Sesotho?
[John]:	Ëë.
[Thêkô]:	Ke-tseba Sesotho, fêêla ha-ke-tsebe ho-ruta.
[John]:	Öö, ke-hampe.

M-3

mantsoe ana	Ak'u nthusê ho-bitsa mantsoe ana.	these words	Please help me pronounce these words.
lentsoe lëna	Ak'u nthusê ho-bitsa lentsoe lëna.	this word	Please help me pronounce this word.

C-3

S:	Ke-batla ho-ithuta Sesotho.	I want to learn Sesotho.
	Ak'u nthusê ho-bitsa	Please help me pronounce
	mantsoe ana.	these words.
	(giving a written list of Sesotho words)	
Mosotho:	Ke-hantlê. Mamêla:	Good. Listen:
	möna	here
	monna	man
	bana	children
	banna	men
	Nkêtsisê:	Imitate me.
	möna	
	monna	
	bana	
	banna	

M-4

mollô	Ak'u mphê mollô.	fire, match	Please give me a match.
koae	Ak'u mphê koae.	tobacco	Please give me some tobacco.
sesepa	Ak'u mphê sesepa.	soap	Please give me some soap.
mëtsi	Ak'u mphê mëtsi.	water	Please give me some water.
* * * * *			
mollô	Ak'u re-fê mollô.	fire, match	Please give us some fire.
koae	Ak'u re-fê koae.	tobacco	Please give us some tobacco.
sesepa	Ak'u re-fê sesepa.	soap	Please give us some soap.
mëtsi	Ak'u re-fê mëtsi.	water	Please give us some water.

C-4

A:	Ak'u re-fê mëtsi.	Please give us some water.
B:	Le-ëtsa'ng ka-mëtsi?	What are you doing with water?
A:	Re-batla ho-hlatsoa.	We want to wash.
B:	Öö, ho-lokilë. (gives the water)	
A:	Ak'u re-fê sesepa hapê.	
B:	(gives her soap)	
A:	Kea-lëboha.	

M-5

sesepa	Ak'u re-thusê ka-sesepa.	soap	Please give us some soap.
êmêrê	Ak'u re-thusê ka-êmêrê.	bucket	Please give us a bucket.
lefiêlô	Ak'u re-thusê ka-lefiêlô.	broom	Please give us a broom.

C-5 Volunteers v. Director

Volunteer: Khôtsô ntatê.

Director: Êë, lumêlang. Le-batla'ng?

Volunteer: Ak'u re-thusê ka-sesepa, êmêrê
le-lefiêlô.

Director: Le-batla ho-êtsa joang ka-sesepa,
êmêrê le-lefiêlô?

Volunteer: Re-batla ho-hloëkisa matlo We want to clean our rooms.
a-rona.

Director: Öö, ke-hantlê haholo.

M-6

nthusê	Ak'u nthusê.	help me	Please help me.
ntšoarêlê	Ak'u ntšoarêlê.	excuse me	Please excuse me.

C-6

T: (getting John's attention)

Ak'u ntšoarêlê.

[Bill] o-ea [öfising] le-mang?

[John]: Ha-a-ee le-motho.

He's not going with anybody.

T: Ak'u tsamaeê le-eêna.

Please go with him.

C-1

A (with a friend): Lumêlang.

B (with a friend): Êë, lumêlang.

A: Le-phela joang?

B: Re-phela hantlê. Lona le-phela joang? We are fine. You (pl), how are you?

A: Re-phela hantlê. Le-tsoa kae?

B: Re-tsoa [öfising]. Lona, le-tsoa kae?

A: Re-tsoa [lijöng].

C-2

A (with a companion): Lumêlang, bo-mmê.

Mmê: Êë, lumêlang.

A: Le-phela joang?

Mmê: Re-phela hantlê, ha-re-tsebe lona. We are fine, we don't know (about) you (pl).

A: Le-rona re-phela hantlê. We also are fine.

C-3

A (with companion): Le-tsoha joang? How are you (pl)? (lit: You are awake how?)

B (with companion): Rea-tsoha. Lona le-tsoha joang? You, how are you?

A: Rea-tsoha.

M-1

apara	Lona le-apara'ng Amërika möö?	wear	What do you wear here in America?
roala	Lona le-roala'ng Amërika möö?	wear (on the head or limbs)	What do you wear here in America?

C-4

T: Basotho ba-[apara'ng]?

S: Ba-[apara likobô].

T: Lona le-[apara'ng] Amërika mōö?

S: Rona re-[apara lijase].

What do the Basotho [wear]?

What do you [wear] here in America?

We [wear overcoats].

M-2

nna Nna, kę-tsamaea kapele.

I/me Me, I'm walking/I walk fast.

rona Rona, re-tsamaea kapele.

we/us We, we are walking/we walk fast.

uêna Uêna, u-tsamaea kapele.

you You, you are walking/you walk fast.

lona Lona, le-tsamaea kapele.

you (pl) You (pl), you are walking/you walk fast.

C-5

S: Basotho ba-tsamaea joang?

How do the Basotho walk?

T: Ba-tsamaea kapele. Lona
le-tsamaea joang Amërika mōö?

S: Le-rona re-tsamaea kapele.

We also walk fast.

M-3

ho-bua Re-rata ho-bua le-lona.

to speak We would like to speak with you.

ho-tantša Re-rata ho-tantša le-lona.

to dance We would like to dance with you.

ho-bina Re-rata ho-bina le-lona.

to sing We would like to sing with you.

ho-bapala Re-rata ho-bapala le-lona.

to play We would like to play with you.

C-6

A: Le-batla [ho-bua] le-mang?

With whom do you (pl) want to [speak]?

B: Re-batla [ho-bua] le-lona.

Or: Le-lona.

With you (pl).

M-1

letsoai	Letsoai ke-lëna.	salt	Here is some/the salt.
lebese	Lebese ke-lëna.	milk	Here is some/the milk.
lengôlô	Lengôlô ke-lëna.	letter	Here is the letter.

M-2

letsoai	Letsoai le-kae?	salt	Where is the salt?
lebese	Lebese le-kae?	milk	Where is the milk?
lengôlô	Lengôlô le-kae?	letter	Where is the letter?

C-1

A: Lebese le-kae?	Where is the milk?
B: Ke-lëna.	Here it is.

C-2

A: Naa u-noa lebese?	Do you drink milk?
B: Eë, ke-noa [lebese]. Le-kae?	
A: Ke-lëna.	

M-3

chêlêtê	Chêlêtê ke-ëna.	money	Here is some/the money.
tsoekere	Tsoekere ke-ëna.	sugar	Here is some/the sugar.
bôtôrô	Bôtôrô ke-ëna.	butter	Here is some/the butter.
köfi	Köfi ke-ëna.	coffee	Here is some/the coffee.

M-4

chêlêtê	Chêlêtê e-kae?	money	Where is the money?
tsoekere	Tsoekere e-kae?	sugar	Where is the sugar?
bôtôrô	Bôtôrô e-kae?	butter	Where is the butter?
köfi	Köfi e-kae?	coffee	Where is the coffee?

C-3

A: [Tsoekere] e-kae?
B: Ke-ëna.

C-4A: Nka [nama], ke-ëna.

Take the [meat], here it is.

B: E-kae?

A: Ke-ëna.C-5

A: Le-batla ho-ja'ng kajëno?

What do you (pl) want to eat today?

B: Re-batla ho-ja [nama].

A: Ha-le-rate ho-ja [rëisi]?

Don't you like to eat rice?

B: Rea-rata. E-kae?

A: Ke-ëna.C-6

A: U-phëhilë'ng kajëno?

What's on the menu today? (Lit:
You have cooked what today?)

Mophëhi: Kë-phëhilë [rëisi].

A: U-phëhilë [rëisi]?

Mophëhi: Eë.

A: E-kae?

Mophëhi: Ke-ëna.C-7

A: U-batla'ng?

B: Kë-batla [letsoai]. Le-kae?

A: Nka. Ke-lëna.

B: Tanki.

M-1

Review counting on the fingers from 1 - 5 (see Cycle 33).

C-1

T: Naa u-tseba ho-bala ho-fihla ho-hlano? Do you know how to count up to five?

S: ĒĒ, kēa-tseba.

T: Ak'u balê. Please count.

S: (Using the fingers)

Nngoe, pēli, tharo, nnê, hlano.

M-2

Teach counting on the fingers from 6 - 10.

Tšelêla.

Six.

Supa.

Seven.

Robēli.

Eight.

Robong.

Nine.

Leshomê.

Ten.

C-2

T: Naa u-tseba ho-bala ho-fihla leshomê? Do you know how to count up to ten?

S: ĒĒ, kēa-tseba.

T: Ak'u balê.

S: (Using the fingers)

Nngoe, pēli, tharo, nnê, hlano,
tšelêla, supa, robēli, robong,
leshomê.

M-3

Review the following days of the week (from Cycle 31):

Labobēli	Tuesday
Laboraro	Wednesday
Labonê	Thursday
Labohlano	Friday

Read aloud the following phrases, while your students observe the English meanings (with their books open).

Labobëli
letsatsi la-bobëli
motho oa-bobëli
tichêrê ea-bobëli

Tuesday
the second day
the second person
the second teacher

Laboraro
letsatsi la-boraro
motho oa-boraro
tichêrê ea-boraro

Wednesday
the third day
the third person
the third teacher

Labonê
letsatsi la-bonê
bôt1ô1ô ea-bonê
k'hëfi ea-bonê

Thursday
the fourth day
the fourth bottle
the fourth cafe

Labohlano
letsatsi la-bohlano
bôt1ô1ô ea-bohlano
k'hëfi ea-bohlano

Friday
the fifth day
the fifth bottle
the fifth cafe

Now give the following phrases, having your students listen (with their books closed) and responding with the selective English response as indicated.

<u>Teacher</u>	<u>Response (group, individual)</u>
1. motho oa-bobëli	2nd
2. tichêrê ea-boraro	3rd
3. bôt1ô1ô ea-bonê	4th
4. k'hëfi ea-bohlano	5th
5. motho oa-boraro	3rd
6. tichêrê ea-bobëli	2nd
7. bôt1ô1ô ea-bohlano	5th
8. k'hëfi ea-bonê	4th
9. letsatsi la-bonê	4th
10. apolê ea-bobëli	2nd

11. bëkë ea-boraro	3rd
12. besa ea-bohlano	5th
13. sefatê sa-bonê	4th
14. sefofane sa-bobëli	2nd
15. selemô sa-boraro	3rd
16. lebítsô la-bohlano	5th
17. lebôkôsê la-bobëli	2nd
18. sekölö sa-boraro	3rd
19. moithaopi oa-bonê	4th
20. morêna oa-bohlano	5th

M-4

Read aloud the following phrases, while your students observe the English meanings (with their books open).

motho oa-botšêlêla	the sixth person
motho oa-bosupa	the seventh person
motho oa-borobëli	the eighth person
motho oa-borobong	the ninth person
pêrê ea-botšêlêla	the sixth horse
pêrê ea-bosupa	the seventh horse
pêrê ea-borobëli	the eighth horse
pêrê ea-borobong	the ninth horse

Now give the following phrases, having your students listen (with their books closed) and responding with the selective English response as indicated.

1. motho oa-botšêlêla	6th
2. pêrê ea-bosupa	7th
3. sefatê sa-borobëli	8th
4. letsatsi la-borobong	9th
5. lebôkôsê la-bosupa	7th
6. sekölö sa-borobong	9th
7. selemô sa-bosupa	7th
8. motho oa-borobong	9th
9. moithaopi oa-borobëli	8th

10. motse oa-borobong	9th
11. morêna oa-borobêli	8th
12. motse oa-bosupa	7th
13. bosiu ba-borobêli	8th
14. letsatsi la-bosupa	7th
15. bosiu ba-botsšêla	6th
16. sefatê sa-botsšêla	6th
17. selemô sa-bosupa	7th
18. pêrê ea-botsšêla	6th
19. k'hêfi ea-borobêli	8th
20. bêkê ea-botsšêla	6th

M-5

Use items from M-3 and M-4 in random order, having your students respond with the appropriate selective response.

C-3

T: (to the class)

Kajêno ke-bêkê ea-[boraro]
le-qalilê ho-ithuta Sesotho.

Le-tsamaea hantlê.

Ha-ho-joalô?

S: Ho-joalô.

Or: Ê-ê, ha-ho-joalô.

Today is the [3rd] week since
you started studying Sesotho.

You are doing well.

Isn't it so?

It's so.

No, it's not so.

TO THE STUDENT:

The Sesotho counting system is fairly complicated, so you will be exposed to it gradually in this course. You will recall from cycle 33 that the English number system is used for telling time and counting money. This takes care of one of the more immediate needs for counting.

The aim in this cycle is to allow you to become familiar with the number stems from 1 to 9 (but not necessarily to use them). The counting system is complicated for the learner because of the prefix and stem variations that can occur, as the following example will illustrate:

pêli	two (when simply counting: one, two, three...)
motho oa-bobêli	the second person (ordinal numbers)
batho ba-babêli	two people (cardinal numbers)

The counting of objects or people (e.g. botho ba-babëli, two people) will be taught in a later cycle.

When numbers are used as ordinals (second, third, fourth, etc.), the construction for relating them to the noun is one which is familiar to you by now:

noun + possessive + noun

motho oa-bobëli the second person

letsatsi la-bobëli the second day

It may seem strange to find that the numbers behave like nouns in this construction (when used as cardinals the numbers behave like adjectives).

Actually this is not unusual, since the number stems in this case have been made into nouns by the addition of the noun prefix bo-:

bobëli second (lit: secondness)

boraro third (lit: thirdness)

bonê fourth (lit: fourthness)

In an earlier cycle (27) you learned that the form of the possessive varies according to the noun that precedes it:

tichêrê ea-Thabô Thabo's teacher

motsoallê oa-Thabô Thabo's friend

In this cycle the possessive has taken several forms:

oa- motho oa-bobëli

la- letsatsi la-bobëli

sa- sefatê sa-bobëli

ea- tichêrê ea-bobëli

ba- bosiu ba-bobëli

All the ordinary Sesotho nouns can be divided into six groups or classes, and each of these is followed by its own form of the possessive. Only five possessive forms are given above, since two of the groups happen to take the same possessive form (_____ oa-bobëli), though elsewhere they behave quite independently.

The grouping of Sesotho nouns into six classes is of consequence for more reasons than just the determination of the form of the possessive. For example, nouns are pluralized by changing the form of the noun prefix, and this varies from class to class:

1. [mo·NOUN] Mosotho	[ba·NOUN] Basotho	Mosotho, Basotho
2. [mo·NOUN] molamu	[me·NOUN] melamu	stick, sticks
3. [le·NOUN] leoto	[ma·NOUN] maoto	foot, feet
4. [se·NOUN] sejana	[li·NOUN] lijana	dish, dishes
5. [ʎ·NOUN] nku	[liʎ·NOUN] linku	sheep, sheep
6. [bo·NOUN] bosiu	[ma·NOUN] masiu	night, nights

As you can see from the above, each of the noun classes has a set of prefixes which are added to the stem, one to indicate the singular, and the other to indicate the plural. In some cases the prefix form of one class is the same as that of another (cf. class 1 motho and class 2 motse). We write the prefix for the class 5 singular as "ʎ", which suggests two of the important characteristics of this class

- a. When the rest of the word has only one syllable, the prefix is a nasal, and the sound of it varies according to the consonant which immediately follows it:

mphô	gift	(n = m before p, ph, m)
nthô	thing	(n = n before t, th, n)
nku	sheep	(n = [ŋ] before k, kh)

- b. This nasal prefix ("ʎ") is dropped from almost all noun stems of two or more syllables:

tichêrê	teacher
pêrê	horse
koae	tobacco
baki	jacket

There are, however, a few stems having two or more syllables which retain this nasal prefix:

nketu	frog
-------	------

The following examples (from cycles you've already studied) demonstrate some additional ways in which the noun classes affect other parts of the sentence:

Li jô li-lokilë.	The food is ready.	Cycle 34
Kôfi e-lokilë.	The coffee is ready.	
Lehe le-lokilë.	The egg is ready.	

O-batla pampiri. Ha-ke-na eôna. She wants paper. I don't have any. Cycle 44
 O-batla setulô. Ha-ke-na sôna. She wants a chair. I don't have one.
 O-batla lebese. Ha-ke-na lônâ. She wants some milk. I don't have any.

Le-rata liphôôfôlô life? Which animals do you like? Cycle 48
 Le-rata mabênkêlê afe? Which stores do you like?
 Le-rata metse efe? Which villages do you like?

Ak'u nthusê ho-bitsa lentsoe lëna. Please help me pronounce this word. Cycle 56
 Ak'u nthusê ho-bitsa mantsoe ana. Please help me pronounce these words.
 Ak'u nthusê ho-bitsa batho bana. Please help me call these people.

Letsoai ke-lëna. Here is some salt. Cycle 58
 Chêlêtê ke-ëna. Here is some money.
 Sesepa ke-sëna. Here is some soap.

Letsoai le-kae? Where is the salt? Cycle 58
 Chêlêtê e-kae? Where is the money?
 Sesepa se-kae? Where is the soap?

Each of these constructions will be discussed and practiced more fully in later cycles.

At this point in your studies don't make a special effort to "memorize" these noun classes with their various prefixes; you will have ample opportunity to do this later (see cycle 76). For now it is sufficient that you understand that the variations in forms (such as the possessives) which you are encountering are due to the grouping of nouns into classes, and that there is a limit to these variations (they don't go on without end)!

By now you've had considerable practice in using several forms of the possessive. (For a review of la-, ea-, oa-, sa- and ba-, see cycles 1, 3, 7, 20, 27, 37, 44, 47, 49 and 51.) The full set is given below for your information. You need not memorize them now (unless you feel compelled to do so!); they will be practiced in later cycles.

Possessive Construction
noun + possessive + noun

- | | |
|-----------------------|----------------------|
| 1. [mo.NOUN] oa-_____ | [ba.NOUN] ba-_____ |
| morutua oa-Thabô | barutua ba-Thabô |
| 2. [mo.NOUN] oa-_____ | [me.NOUN] ea-_____ |
| molamu oa-Thabô | melamu ea-Thabô |
| 3. [le.NOUN] la-_____ | [ma.NOUN] a-_____ |
| leoto la-Thabô | maoto a-Thabô |
| 4. [se.NOUN] se-_____ | [li.NOUN] tsa-_____ |
| sejana sa-Thabô | lijana tsa-Thabô |
| 5. [ŋ.NOUN] ea-_____ | [liŋ.NOUN] tsa-_____ |
| nku ea-Thabô | linku tsa-Thabô |
| 6. [bo.NOUN] ba-_____ | [ma.NOUN] a-_____ |
| bohôbê ba-Thabô | mahôbê a-Thabô |

To the student: Make use of your odd free moments to study. For example, carry a short list of the words you are currently "learning" and ask any (and every!) Mosotho you meet to help you with them.

Ak'u balê mantsoe ana.

Please read these words.

Ak'u bitsê mantsoe ana.

Please pronounce these words.

Sebelisa lentsoe lëna

Use this word in a sentence.

polëlöng.

Use this technique in your present study. When you continue studying Sesotho later on your own, you will need a number of devices like this.

M-1

balê

Ak'u balê mantsoe ana.

read

Please read these words.

bitsê

Ak'u bitsê mantsoe ana.

pronounce

Please pronounce these words.

C-1

S: Kê-batla ho-ithuta Sesotho.

T: Ho-lokilë

Okay.

S: Ak'u [balê] mantsoe ana.

T: (receives a list of words)

Mamêla-hê.

Now listen.

sefofane

sefatê

selemô

sekölö

Sekhooa

sesepa

setulô

setêmpê

C-2

To the student: Make a short list of words that you know you need to work on. Use them as suggested above, pointing (with a pencil) to each word on your list as you want your Mosotho friend to pronounce it. Shift the order when you want to compare the sounds of two words which are not next to each other on your list. For example, in the above compare the final vowels in sefatê and setêmpê, selemô and setulô by pointing to them as you want them said; this enables you to control the listening situation to your advantage.

M-2

Sëbëlisa lentsoe lëna polëlöng.

Use this word in a sentence.

* * * * *

"sesepa"

Sëbëlisa lentsoe lëna "sesepa" soap
polëlöng.

Use this word "soap" in a sentence.

"Sekhooa"

Sëbëlisa lentsoe lëna "Sekhooa" English
polëlöng.

Use this word "English" in a sentence.

"setulô"

Sëbëlisa lentsoe lëna "setulô" chair
polëlöng.

Use this word "chair" in a sentence.

C-3

S: (pointing to the word "sesepa" on the list)

Sëbëlisa lentsoe lëna polëlöng.

T: Batho ba-hlatsoa ka-sesepa.

People wash with soap.

C-4

S: Sëbëlisa lentsoe lëna "Sekhooa" polëlöng.

T: Batho ba-Amërika ba-bua Sekhooa.

The people of America speak English.

C-5

S: Sëbëlisa lentsoe lëna "setulô" polëlöng.

T: Mphê setulô, kq-batla ho-lula.

Give me a chair, I want to sit.

C-6

S: Sëbëlisa lentsoe lëna "selemô" polëlöng.

T: Kq-rata nakô ea-selemô.

I like spring time.

C-7

To the student: Before the beginning of class tomorrow learn the meaning of the following words by asking your Basotho teachers (out of class) to put them into sentences for you. You may also have need of these phrases as you pursue this task:

Ha-ke-utloisise.

I don't understand.

Pheta hapê.

Repeat (again).

jësi

mose

borikhoë

lebônê

masale

bêthê

lamunu

S: Sëbëlisa lentsoe lëna [] polêlông.

T: [].

Cycle 61 I don't have any money.

61-1

M-1

chêlêtê	H _ə -ke-na ch _ə lêlêtê.	money	I don't have any money.
lethô	H _ə -ke-na lethô.	something, anything	I don't have anything.
koae	H _ə -ke-na koae.	tobacco/ cigarettes	I don't have any tobacco/ cigarettes.
lipömpöng	H _ə -ke-na lipömpöng.	candy	I don't have any candy.
chôkô	H _ə -ke-na chôkô.	chalk	I don't have any chalk.
jësi	H _ə -ke-na jësi.	sweater	I don't have a sweater.

C-1

In order to practice the C-phrases of this cycle, give the students a variety of objects that they can place on the table in front of them and "possess" during this class period.

T: [Bill], naa u-na le-[koae]? [Bill], do you have [tobacco]?
[Bill]: Chêê, h_ə-ke-na [koae]. No, I don't have [tobacco].

C-2

T: [Susan], u-na le'ng? [Susan], what do you have?
[Susan]: H_ə-ke-na lethô.

C-3

T: [John], u-na le'ng?
[John]: Ke-na le-[koae].
T: [Bill], naa u-na le-[koae]?
[Bill]: Chêê, h_ə-ke-na [koae].
T: U-na le'ng?
[Bill]: Ke-na le-[lipömpöng] le-[chêlêtê].
T: [John], naa u-na le-[lipömpöng]?
[John]: Chêê, h_ə-ke-na [lipömpöng]?
T: [Susan], u-na le'ng?
[Susan]: H_ə-ke-na lethô.

M-2

pênê	Kɛ-na-le pênê fêêla.	pen	I only have a pen.
khalase	Kɛ-na-le khalase fêêla.	glass	I only have a glass.
pêntšêlê	Kɛ-na-le pêntšêlê fêêla.	pencil	I only have a pencil.
chêlêtê	Kɛ-na-le chêlêtê fêêla.	money	I only have money.

C-4

A: Mphê [pênê].

B: Hɔ-ke-na [pênê]. Kɛ-soabile. Kɛ-na le-[pêntšêlê] fêêla.

M-3

koae	Hɔ-u-na koae.	tobacco/ cigarettes	You don't have any tobacco/cigarettes.
jësi	Hɔ-u-na jësi.	sweater	You don't have a sweater.
lethô	Hɔ-u-na lethô.	nothing	You don't have anything.
lipömpöng	Hɔ-u-na lipömpöng.	candy	You don't have any candy.

C-5

A: Ak'u mphê [koae].

B: Chêê, hɔ-ke-na [koae].

No, I don't have [tobacco].

A: Öö. Ak'u mphê [lipömpöng].

B: Chêê, hɔ-ke-na [lipömpöng].

A: Hɔ-u-na [koae]. Hɔ-u-na [lipömpöng].

U-na le'ng fêêla?

Then what do you have?

B: Hɔ-ke-na lethô kannete.

Ak'u kopê [John].

Please ask [John].

M-1

lebese	Lebese le-joang?	milk	How is the milk?
letsoai	Letsoai le-joang?	salt	How is the salt?
lehapu	Lehapu le-joang?	watermelon	How is the watermelon?

M-2

monate	Lebese le-monate.	nice	The milk is nice.
chipi	Lebese le-chipi.	cheap	The milk is cheap.
turu	Lebese le-turu.	expensive, high-priced	The milk is high-priced.

C-1

- A: U-noa'ng?
 B: K_g-noa lebese.
 A: Le-joang?
 B: Le-[monate].

M-3

tsoekere	Tsoekere e-joang?	sugar	How is the sugar?
nama	Nama e-joang?	meat	How is the meat?
rëisi	Rëisi e-joang?	rice	How is the rice?
apolê	Apolê e-joang?	apple	How is the apple?

M-4

nama	Nama e-monate.	meat	The meat is nice.
rëisi	Rëisi e-monate.	rice	The rice is nice.
bôtôrô	Bôtôrô e-monate.	butter	The butter is nice.
apolê	Apolê e-monate	apple	The apple is nice.

C-2

- A: U-ja'ng?
 B: K_g-ja [nama].
 A: E-joang?
 B: E-monate.

C-3

A: Naa [nama] e-[turu]?

B: Ēē, [nama] e-[turu].

A: Naa [rëisi] e-[turu]?

B: Chêê, [rëisi] ha-e-[turu]. E-[chipi].

C-4

A: Naa u-ja [rëisi]?

B: Ēē, ke-ja [rëisi].

A: E-joang?

B: E-monate.

C-5

A: [Nama] e-kae?

B: Ke-ëna.

A: E-joang?

B: E-monate.

C-6

A: Re-ja [rëisi] kajëno.

B: Re-ja [rëisi] kajëno?

A: Ēē.

B: E-joang?

A: E-monate.

B: Kea-bôna.

E-1

<u>Teacher</u>	<u>Response</u>	
lebese	Le-joang?	How is it?
tsoekere	E-joang?	How is it?
Thabô	O-joang?	How is he?
letsoai	Le-joang?	How is it?
lehe	Le-joang?	How is it?
rëisi	E-joang?	How is it?
apole	E-joang?	How is it?
Tšêpô	O-joang?	How is he?
Morêna	O-joang?	How is he?
sesepa	Se-joang?	How is it?

E-2

<u>Teacher</u>	<u>Response</u>
Naa nama e-turu?	Ê-ê, hâ- <u>e</u> -turu.
Naa rëisi e-turu?	Ê-ê, hâ- <u>e</u> -turu.
Naa bôtörö e-turu?	Ê-ê, hâ- <u>e</u> -turu.
Naa lebese le-turu?	Ê-ê, hâ- <u>le</u> -turu.
Naa letsoai le-turu?	Ê-ê, hâ- <u>le</u> -turu.
Naa köfi e-turu?	Ê-ê, hâ- <u>e</u> -turu.
Naa lehapu le-turu?	Ê-ê, hâ- <u>le</u> -turu.
Naa teë e-turu?	Ê-ê, hâ- <u>e</u> -turu.

E-3

<u>Teacher</u>	<u>Response</u>	
nama	E-chipi.	It's cheap.
letsoai	Le-chipi.	It's cheap.
lebese	Le-chipi.	
koae	E-chipi.	
oache	E-chipi.	
rëisi	E-chipi.	
lefiêlô	Le-chipi.	
lebôkôsê	Le-chipi.	
êmêrê	E-chipi.	
sesepa	Se-chipi.	It's cheap.

M-1

apëre	[John] o-apëre'ng?	wear	What's [John] wearing?
roëtse	[John] o-roëtse'ng?	wear	What's [John] wearing?
tšoëre	[John] o-tšoëre'ng?	hold	What's [John] holding?
tennë	[John] o-tennë'ng?	wear	What's [John] wearing?

M-2

baki	[John] o-apëre baki.	jacket	[John] is wearing a jacket.
jase	[John] o-apëre jase.	overcoat	[John] is wearing an overcoat.
jësi	[John] o-apëre jësi.	sweater	[John] is wearing a jersey.
hëmpê	[John] o-apëre hëmpê.	shirt	[John] is wearing a shirt.

C-1

A: [John] o-apëre'ng?

B: O-apëre [baki].

A: Naa o-apëre [jase] hapê?

Is he also wearing [an overcoat]?

B: Hə-aa-apara [jase].

M-3

jësi	[Susan] o-apëre jësi.	sweater	[Susan] is wearing a sweater.
bolause	[Susan] o-apëre bolause.	blouse	[Susan] is wearing a blouse.
jase	[Susan] o-apëre jase.	overcoat	[Susan] is wearing an overcoat.
kobô	[Susan] o-apëre kobô.	blanket	[Susan] is wearing a blanket.
tjale	[Susan] o-apëre tjale.	shawl	[Susan] is wearing a shawl.

C-2

A: [Susan] o-apëre'ng?

B: O-apëre [bolause].

A: Naa o-apëre [tjale] hapê?

Is she also wearing a [shawl]?

B: Ê-ê, ha-aa-apara tjale.

M-4

katiba	[John] o-roëtse katiba.	hat	[John] is wearing a hat.
liêta	[John] o-roëtse liêta.	shoes	[John] is wearing shoes.
likausi	[John] o-roëtse likausi.	stockings	[John] is wearing stockings.
oache	[John] o-roëtse oache.	watch	[John] is wearing a watch.

C-3

A: [John] o-roëtse'ng?

B: O-roëtse likausi le-liêta.

A: O-roëtse'ng hapê?

What else is he wearing?

B: Hapê o-roëtse katiba le-oache.

He is also wearing a hat and a watch.

M-5

tuku	[Susan] o-roëtse tuku.	scarf	[Susan] is wearing a scarf.
liêta	[Susan] o-roëtse liêta.	shoes	[Susan] is wearing shoes.
likausi	[Susan] o-roëtse likausi.	stockings	[Susan] is wearing stockings.
masale	[Susan] o-roëtse masale.	earrings	[Susan] is wearing earrings.

C-4

A: [Susan] o-roëtse'ng?

B: O-roëtse [masale].

A: Naa [John] o-roëtse [masale]?

B: Ê-ê, ha-aa-roala [masale].

He is not wearing [earrings].

Banna ha-ba-roale [masale].

Men don't wear [earrings].

M-6

buka	O-tšöëre buka.	book	He's holding a book.
molamu	O-tšöëre molamu.	stick	He's holding a stick.
pêntsêlê	O-tšöëre pêntsêlê.	pencil	He's holding a pencil.
chôkô	O-tšöëre chôkô.	chalk	He's holding a chalk.
pampiri	O-tšöëre pampiri	paper	He's holding a paper.

C-5

- A: U-tšöëre'ng?
 B: Kẹ-tšöëre chôkô.
 A: Naa [John] o-tšöëre chôkô?
 B: Ê-ê ha-aa-tšöara [chôkô].

M-7

borikhoë	[John] o-tennë borikhoë.	pants	[John] is wearing pants.
sökisi	[John] o-tennë sökisi.	underpants	[John] is wearing under-pants.

* * * * *

mose	[Susan] o-tennë mose.	dress	[Susan] is wearing a dress.
ônnôrôkô	[Susan] o-tennë ônnôrôkô.	petticoat	[Susan] is wearing a petticoat.

C-6

- A: U-tennë'ng?
 B: Ke-tennë borikhoë.
 A: Naa u-tennë mose?
 B: Ê-ê, ha-ke-a-tena mose.
 Banna ha-ba-tena mese.
- No, I'm not wearing a dress.
 Men don't wear dresses.

M-1

sesepa	Sesepa sa-Bill se-kae?	soap	Where is Bill's soap?
setêmpê	Setêmpê sa-Bill se-kae?	stamp	Where is Bill's stamp?
setulô	Setulô sa-Bill se-kae?	chair	Where is Bill's chair?
sekölô	Sekölô sa-Bill se-kae?	school	Where is Bill's school?

M-2

sesepa	Sesepa hâ-se-eô.	soap	There's no soap (here).
setulô	Setulô hâ-se-eô.	chair	There's no chair (here).
setêmpê	Setêmpê hâ-se-eô.	stamp	There's no stamp (here).

C-1

A: [Sesepa] sa-[Bill] se-kae?	Where is Bill's soap?
B: Hâ-se-eô.	It's not here.
A: Se-kae?	Where is it?
B: Hâ-ke-tsebe.	

M-3

lebônê	Lebônê hâ-le-eô.	lamp	The lamp is not here.
lebôkôsê	Lebôkôsê hâ-le-eô.	box	The box is not here.
lehe	Lehe hâ-le-eô.	egg	The egg is not here.

C-2

A: [Lebônê] la-[Bill] le-kae?	Where is [Bill]'s [lamp]?
B: Hâ-le-eô.	It's not here.
A: Le-kae?	Where is it?
C: (finding it) Ke-lëna.	Here it is.
A: Tanki.	

M-4

pênê	Pênê hâ-e-eô.	pen	The pen isn't here.
lamunu	Lamunu hâ-e-eô.	orange, lemon	The orange isn't here.
baki	Baki hâ-e-eô.	jacket	The jacket isn't here.

C-3

A: [Pênê] ea-[Bíll] e-kae?

B: Hă-e-eô.

A: E-kae?

B: Hă-a-na [pênê].

Where is [Bill]'s [pen]?

It isn't here.

Where is it?

He doesn't have a pen.

M-5

sesepa	Sesepa se-těng.
setulô	Setulô se-těng.
lebônê	Lebônê le-těng.
lebôkôsê	Lebôkôsê le-těng.
pênê	Pênê e-těng.
baki	Baki e-těng.

soap	There is some soap (here).
chair	There is a chair (here).
lamp	There is a lamp (here).
box	There is a box (here).
pen	There is a pen (here).
jacket	There is a jacket (here).

C-4

A: Naa [sesepa se]-těng?

B: Chêê, [sesepa] hă-[se]-eô.

Kę-soabile.

Or: [Se]-těng. Kę-[sěna].

Is there [some soap]?

No, there's no [soap].

I'm sorry.

There is, here it is.

C-5

T: (noting an absence in the class)

[Ed] o-kae?

S: Hă-a-eô.

Where is [Ed]?

He's not (here).

C-6

Thabô: (calls out) [Mphô]!

A: U-bitsa nna, Thabô?

Thabô: Hă-ke-bitse uêna.

A: U-bitsa mang?

Thabô: Kę-bitsa [Mphô]. O-kae möö?

A: Hă-a-eô möna.

Thabô: Öö.

I'm calling [Mpho]. Where is she?

She's not here.

E-1

<u>Teacher</u>	<u>Response</u>	
lebese	Lebese le-těng.	There is milk.
letsoai	Letsoai le-těng.	There is salt.
tsoekere	Tsoekere e-těng.	There is sugar.
nama	Nama e-těng.	There is meat.

E-2

<u>Teacher</u>	<u>Response</u>	
lebese	Lebese ha-le-eô.	There is no milk.
letsoai	Letsoai ha-le-eô.	There is no salt.
tsoekere	Tsoekere ha-e-eô.	There is no sugar.
nama	Nama ha-e-eô.	There is no meat.

E-3

<u>Teacher</u>	<u>Response</u>	
setulô	Se-těng.	It's here.
lebese	Le-těng.	It's here.
tsoekere	E-těng.	It's here.
Thabô	O-těng.	He is here.
nna	Ke-těng.	I'm here.
sesepa	Se-těng.	It's here.
setêmpê	Se-těng.	It's here.

E-4

<u>Teacher</u>	<u>Response</u>	
setulô	Setulô ha-se-eô.	There is no chair.
lebese	Lebese ha-le-eô.	There is no milk.
tsoekere	Tsoekere ha-e-eô.	There is no sugar.
Thabô	Thabô ha-a-eô.	Thabo is not here.
sesepa	Sesepa ha-se-eô.	There is no soap.
sebaka	Sebaka ha-se-eô.	There is no place.

E-5

<u>Teacher</u>	<u>Response</u>	
setulô	Ke-sëna.	Here it is.
setêmpê	Ke-sëna.	Here it is.
sesepa	Ke-sëna.	Here it is.
setôfo	Ke-sëna.	Here it is.

E-6

<u>Teacher</u>	<u>Response</u>	
sesepa	Se-kae?	Where is the soap?
setôfo	Se-kae?	Where is the stove?
setêmpê	Se-kae?	Where is the stamp?
sebaka	Se-kae?	Where is the place?

M-1

Warner Springs	O-ea "Warner Springs" neng?	Warner Springs	When is he/she going to Warner Springs?
mosëbëtsing	O-ea mosëbëtsing neng?	work	When is he/she going to work?

M-2

ka-8:00	O-ea "Warner Springs" ka-8:00.	at 8 o'clock	He's going to Warner Springs at 8 o'clock.
ka-1:00	O-ea "Warner Springs" ka-1:00.	at 1 o'clock	He's going to Warner Springs at 1 o'clock.
ka-Sontaha	O-ea "Warner Springs" ka-Sontaha.	on Sunday	He's going to Warner Springs on Sunday.
ka-Sateretaha	O-ea "Warner Springs" ka-Sateretaha.	on Saturday	He's going to Warner Springs on Saturday.
kamehla	O-ea "Warner Springs" kamehla.	every day	He goes to Warner Springs every day.
hosasa	O-ea "Warner Springs" hosasa.	tomorrow	He's going to Warner Springs tomorrow.

C-1

A: [John] o-ea [Warner Springs] neng?

B: O-ea [ka-8:00].

M-3

ja	Re-ja neng?	eat	When (on what schedule/ at what time) do we eat?
palama	Re-palama neng?	ride	When do we ride?
rôbala	Re-rôbala neng?	sleep	When do we go to bed?
tsoha	Re-tsoha neng?	get up	When do we get up?
kêna sekölö	Re-kêna sekölö neng?	go to school	When do we go to school?
kêna kêrêkê	Re-kêna kêrêkê neng?	go to church	When do we go to church?

C-2

A: Re-ja neng?

When do we eat?

B: Re-ja ka-7:00, ka-12:00, le-ka-6:00. We eat at 7:00, 12:00, and 6:00.

C-3

A: Re-rôbala neng?

When do we go to bed?

B: Ka-10:00.

At 10:00.

A: Re-tsoha neng?

When do we get up?

B: Ka-6:00.

At 6:00.

A: Re-palama neng?

When do we ride?

B: Hôna joalë. Ha-re-eëng.

Right now. Let's (pl) go.

C-4

A: U-kêna kêrêkê neng?

When do you go to church?

B: Ka-Sontaha.

On Sundays.

C-5

A: U-kêna sekölö neng?

When do you go to school?

B: Kê-kêna ka-Mmantaha, Laboraro,
le-Labohlano.I go to school on Mondays, Wednesdays
and Fridays.C-6

A: U-ithuta Sesotho neng?

When do you study Sesotho?

B: Kamehla.

Every day.

M-4

sekölö

Sekölö se-kêna neng?

school

When does school begin?

kêrêkê

Kêrêkê e-kêna neng?

church

When does church begin?

C-7

A: Sekölö se-kêna neng?

When does school begin?

B: Ka-8:00.

M-5

kölöi	Kölöi e-tsamaea neng?	car, truck, bus	When is the bus leaving?
bese	Bese e-tsamaca neng?	bus	When is the bus leaving?
sefofane	Sefofane se-tsamaea neng?	airplane	When is the plane leaving?
Linêô	Linêô o-tsamaea neng?	Dineo	When is Dineo leaving?

C-8

A: U-tsamaea neng?	
B: Kẹ-tsamaea hosasa.	I'm going tomorrow.
A: U-tsamaea ka'ng?	How are you going?
B: Ka-bese.	By bus.
A: E-tsamaea neng?	When does it go?
B: Ka-8:00.	

M-6

neng?	Tankisô o-tla neng?	when?	When is Tankiso coming?
ka'ng?	Tankisô o-tla ka'ng?	how?	How is Tankiso coming?
le-mang?	Tankisô o-tla le-mang?	with whom?	With whom is Tankiso coming?

C-9

A: Tankisô o-tla neng?	
B: O-tla hosasa.	
A: O-tla ka'ng?	
B: Ka-pêrê.	
A: O-tla le-mang?	
B: Hẹ-kẹ-tsebe, empa kẹ-khōloa hore hẹ-a-tle le-motho.	I don't know, but I think that he's not coming with anybody.

M-1

chêlêlê	Chêlêlê hâ-e-eô.	money	There isn't any money.
sesepa	Sesepa hâ-se-eô.	soap	There isn't any soap.
letsoai	Letsoai hâ-le-eô.	salt	There isn't any salt.
lipömpöng	Lipömpöng hâ-li-eô.	candy	There isn't any candy.
lijô	Lijô hâ-li-eô.	food	There isn't any food.
likobô	Likobô hâ-li-eô.	blankets	There aren't any blankets.

C-1

Children: Lipömpöng! Mphê lipömpöng!
Ntatê, lipömpöng!

Volunteer: Hâ-li-eô.
Or: Hâ-ke-na lipömpöng.

C-2

Children: Chêlêlê! Mphê chêlêlê, ntatê!
Chêlêlê! Mphê chêlêlê!

Volunteer: Hâ-e-eô.

M-2

sesepa	Se-têng.	soap	There is some (soap).
chêlêlê	E-têng.	money	There is some (money).
lengôlô	Le-têng.	letter	There is one (letter).
lipömpöng	Li-têng.	candy	There is some (candy).
lijô	Li-têng.	food	There is some (food).
likobô	Li-têng.	blankets	There are some (blankets).

C-3

Child: Lipömpöng! Mphê lipömpöng!

Volunteer: Hâ-li-eô.

Child: Li-têng, kâ-tseba.
Mphê lipömpöng.

There is, I know.

Give me some candy.

Volunteer: Hâ-li-eô kannete.

There isn't any, truly.

C-4

Children: Lipömpöng! Mphê lipömpöng!

Lipömpöng! Lipömpöng!

Mphê lipömpöng!

Volunteer: Le-batla'ng?

What do you want?

Child: Re-kopa lipömpöng, ntatê.

We are asking for candy, sir.

Volunteer: H₃-ke-na lipömpöng.

Or: H₃-l₁-eô.

Child: Mphê lipömpöng. Li-tëng,

k₃ea-tseba.

Volunteer: H₃-l₁-eô kannete.

C-5

A: Mphê [lipömpöng].

B: H₃-l₁-eô.

A: Mphê [chêlêlêlê].

B: H₃-e-eô.

A: Mphê [lebônê].

B: H₃-le-eô.

A: Mphê [sesepa].

B: H₃-se-eô.

C-6

S: Mphê [tsoekere].

Mophêhi: H₃-e-eô.

There isn't any.

S: E-tëng, k₃ea-tseba.

There is, I know.

Mophêhi: E-tëng kae?

Where is it? (Lit. It exists where?)

S: E-tëng ka-k'habothenng.

It is there in the cupboard.

Mophêhi: (finds it) Nka, k₃-ëna.

Take it, here it is.

M-1

hobane'ng?	U-ithuta Sesotho hobane'ng?	why	Why are you studying Sesotho?
kae?	U-ithuta Sesotho kae?	where	Where are you learning Sesotho?
neng?	U-ithuta Sesotho neng?	with whom	When do you study Sesotho?

M-2

hobane ke-ea Lesotho	K _g -ithuta Sesotho hobane ke-ea Lesotho.	because I'm going to Lesotho	I'm studying Sesotho because I'm going to Lesotho.
hōna möna	K _g -ithuta Sesotho hōna möna.	right here	I'm learning Sesotho right here.
kamehla	K _g -ithuta Sesotho kamehla.	every day	I study Sesotho every day.

C-1

A: U-ithuta Sesotho [hobane'ng] ?

B: K_g-ithuta Sesotho [hobane k_g-ea Lesotho].

Or: [Hobane k_g-ea Lesotho].

C-2

A: [John] o-ithuta Sesotho.

B: Kannete?

A: Kannete.

B: O-ithuta Sesotho hobane'ng?

A: Hobane o-ea Lesotho.

B: Öö, k_e-hantlê.

C-3

A: U-kêna sekōlō kae?

Where do you attend school?

B: H_a-k_e-k_ene sekōlō.

I don't attend school.

A: Hobane'ng?

Why (not)?

B: Hobane k_ea-s_eb_etsa.

Because I'm working.

M-3

pampiri	U-rêka pampiri hobane 'ng?	paper	Why are you buying paper?
pênê	U-rêka pênê hobane 'ng?	pen	Why are you buying a pen?
ênkê	U-rêka ênkê hobane 'ng?	ink	Why are you buying ink?

M-4

pampiri	Kê-rêka pampiri hobane kê-batla ho-ngôla lengôlô.	paper	I'm buying paper because I would like to write a letter.
pênê	Kê-rêka pênê hobane kê-batla ho-ngôla lengôlô.	pen	I'm buying a pen because I would like to write a letter.

C-4

- A: U-rêka [pampiri] hobane 'ng?
B: Kê-rêka [pampiri] hobane kê-batla
ho-ngôla lengôlô.

C-5

- A: Kê-batla ho-rêka [pênê].
B: Hobane 'ng?
A: Hobane kê-batla ho-[ngôla].
B: [Pênê] ea-hao e-kae?
A: Hâ-kê-na [pênê].

M-5

sesepa	Re-rêka sesepa hobane re- batla ho-hloekisa matlo a-rona.	soap	We are buying soap because we want to clean our rooms.
êmêrê	Re-rêka êmêrê hobane re- batla ho-hloekisa matlo a-rona.	bucket	We are buying a bucket because we want to clean our rooms.
lefiêlô	Re-rêka lefiêlô hobane re- batla ho-hloekisa matlo a-rona.	broom	We are buying a broom because we want to clean our rooms.

C-6

- A: Le-rêka sesepa hobane 'ng?
B: Hobane re-batla ho-hloekisa matlo a-rona.

E-1

The following exercise will provide additional practice in joining two sentences together with hobane. Practice them as follows:

T: K₃-ithuta Sesotho.

K₃-ea Lesotho.

S: K₃-ithuta Sesotho hobane k₃-ea Lesotho.

T: (Verification) K₃-ithuta Sesotho hobane k₃-ea Lesotho.

<u>Teacher</u>	<u>Response</u>
1. K ₃ -ithuta Sesotho. K ₃ -ea Lesotho.	1. K ₃ -ithuta Sesotho hobane k ₃ -ea Lesotho.
2. K ₃ -ea k'hëfing. K ₃ -lapilë.	2. K ₃ -ea k'hëfing hobane k ₃ -lapilë.
3. K ₃ -rêka pampiri. K ₃ -batla ho-ngôla lengôlô.	3. K ₃ -rêka pampiri hobane k ₃ -batla ho-ngôla lengôlô.
4. Re-rêka sesepa. Re-batla ho-hloëkisa matlo.	4. Re-rêka sesepa hobane re-batla ho-hloëkisa matlo.
5. Re-rêka êmêrê. Re-batla ho-hloëkisa matlo.	5. Re-rêka êmêrê hobane re-batla ho-hloëkisa matlo.
6. H ₃ -k ₃ -na koae. H ₃ -k ₃ -na chëlêtê.	
7. H ₃ -k ₃ -na kôlôi. H ₃ -k ₃ -na chëlêtê.	
8. John h ₃ -a-na mose. H ₃ -se-mosali.	
9. Susan h ₃ -a-na hêmpê. H ₃ -se-monna.	
10. Bill h ₃ -a-eô. Oa-kula.	

To the instructor: Introduce the use of "tla" to indicate future actions by means of the following demonstration:

T: Talimang. Kẹ-tla bula monyakô.

(Then opens the door saying)

Kẹ-bula monyakô.

Kẹ-tla koala monyakô.

(Then closes the door, saying)

Kẹ-koala monyakô.

Repeat the same series of actions and statements using a letter (lengôlô) and a purse (mokötlana).

M-1

monyakô	Kẹ-tla bula monyakô.	door	I'm going to open the door.
lengôlô	Kẹ-tla bula lengôlô.	letter	I'm going to open the letter.
mokötlana	Kẹ-tla bula mokötlana.	purse	I'm going to open the purse.

M-2

To the instructor: Give the sentences in the left-hand column, and have the students respond with the sentences in the right-hand column.

Kẹ-bula monyakô.	Kẹ-tla bula monyakô.
Kẹ-bula lengôlô.	Kẹ-tla bula lengôlô.
Kẹ-bula mokötlana.	Kẹ-tla bula mokötlana.
Kẹ-koala monyakô.	Kẹ-tla koala monyakô.
Kẹ-koala lengôlô.	Kẹ-tla koala lengôlô.
Kẹ-koala mokötlana.	Kẹ-tla koala mokötlana.

C-1

S: (as a monologue, performing the appropriate actions)

Kẹ-tla bula [monyakô]. Kẹ-bula [monyakô].

Kẹ-tla koala [monyakô]. Kẹ-koala [monyakô].

M-3

phêha	Naa u-tla phêha rëisi	cook	Are you going to cook
	hosasa?		rice tomorrow?
palama	Naa u-tla palama hosasa?	ride	Are you going to ride
			tomorrow?

C-2

- A: Naa u-tla [phêha rëisi] hosasa?
 B: Èë, kẹ-tla [phêha rëisi] hosasa.

C-3

- A: U-tla ëtsa joang hosasa?
 B: Kẹ-tla [palama] hosasa.
 Or: Hẹ-ke-tsebe.

M-4

pêrê	Kẹ-batla ho-palama pêrê.	horse	I would like to ride a horse.
kölöi	Kẹ-batla ho-palama kölöi.	car	I would like to travel by car.
baesekele	Kẹ-batla ho-palama baesekele.	bicycle	I would like to ride a bicycle.

M-5

palama	Kẹ-tla palama pêrê.	ride	I'll ride a horse.
rêka	Kẹ-tla rêka pêrê.	buy	I'll buy a horse.
fêpa	Kẹ-tla fêpa pêrê.	feed	I'll feed the horse.

C-4

- A: Kẹ-batla ho-palama pêrê.
 B: U-na le-[pêrê]?
 A: [Chêê], hẹ-ke-na [pêrê].
 B: Joalë u-tla palama pêrê ea-mang? Then whose horse will you ride?
 A: Kẹ-tla rêka [pêrê].
 B: Uêna hẹ-u-na chêlêtê. You, you don't have any money.
 A: Kẹ-na le-chêlêtê. I have money.
 Kẹa-sëbëtsa. Hẹ-u-tsebe? I'm working. Don't you know?
 B: Öö. Kẹ-hantlê

Use picture number 2 for the following.

Möna re-bôna mosali oa-Mosotho.
 O-kantlê. O-sila pööne kapa
 mabêlê, hā-re-bōne hantlê.
 O-ëtsa phofo. O-tla phêha lijô.

Mosali o-pëpilê ngoana.
 O-mo-tlamnê ka-kobô. Mme o-roëtse tuku.

Hā-aa-roala liêta.

O-sila leloalêng, kantlê.
 Leloala le-pela ntlo.
 O-tsoëre tšilô.

Q-1

T: U-bôna mang?
 S: Hā-ke-mo-tsebe, fêêla kē-bôna
 hore kē-mosali oa-Mosotho.

Q-2

T: O-ëtsa joang?
 S: Oa-sila.

Q-3

T: O-sila kae?
 S: O-sila leloalêng, pela ntlo, kantlê.

Q-4

T: O-sila eng?
 S: Kēa-khōloa kē-pööne kapa mabêlê.
 Hā-ke-bōne hantlê.

Here we see a Mosotho woman.
 She is outside. She is grinding
 corn or sorghum, we can't see well.
 She is making flour. She will cook food.

The woman is carrying a child.
 She has tied him with a blanket. And
 she is wearing a head-scarf.
 She isn't wearing shoes.

She is grinding on a millstone outside.
 The millstone is near the house.
 She is grasping the grinding stone.

Who do you see?
 I don't know her, but I see that she
 is a Mosotho woman.

What is she doing?
 She is grinding.

Where is she grinding?
 She is grinding outside on a millstone
 near the house.

What is she grinding?
 I think it is corn or sorghum.
 I don't see (it) well.

Q-5

T: Mosali o-pëpilë'ng?

S: O-pëpilë ngoana.

What is the woman carrying?

She's carrying a child.

Q-6

T: O-mo-tlammë ka'ng?

S: O-mo-tlammë ka-kobô.

Or: Ka-kobô.

With what has she tied him?

She has tied him with a blanket.

With a blanket.

Q-7

T: O-roëtse'ng?

S: O-roëtse tuku.

Q-8

T: Naa o-roëtse liêta?

S: Chêê, ha-aa-roala liêta.

No, she's not wearing shoes.

Q-9

T: O-tšöëre'ng?

S: O-tšöëre tšilô.

What is she grasping?

She's grasping a grinding stone.

Q-10

T: U-böna'ng möo?

S: [

What do you see here?

].



M-1

tseba	Naa u-tseba Têllô?	know	Do you know Tello?
thusa	Naa u-thusa Mary?	help	Are you helping Mary?
ruta	Naa u-ruta Lisêbô?	teach	Are you teaching Disebo?

M-2

tseba	Ēë, kẹa-mo-tseba.	know	Yes, I know him.
thusa	Ēë, kẹa-mo-thusa.	help	Yes, I'm helping her.
ruta	Ēë, kẹa-mo-ruta.	teach	Yes, I'm teaching her.

C-1

A: Naa u-tseba [Têllô]?

B: Ēë, kẹa-mo-tseba.

Or: Ê-ê, ha-kẹ-mo-tsebe.

No, I don't know him.

C-2

A: Naa ua-mo-tseba?

Do you know him?

B: Mang?

Who

Or: Kẹ-tseba mang?

Do I know who?

A: Têllô?

B: Ēë, kẹa-mo-tseba.

Or: Chêê, ha-kẹ-mo-tsebe.

M-3

setulô	Mo-fê setulô.	chair	Give him a chair.
lijô	Mo-fê lijô.	food	Give him some food.
jësi	Mo-fê jësi.	sweater	Give him a sweater.
* * * * *			
pênê	Mo-kalimê pênê.	pén	Lend him a pen.
kobô	Mo-kalimê kobô.	blanket	Lend him a blanket.
jase	Mo-kalimê jase.	overcoat	Lend him an overcoat.
* * * * *			

Sekhooa	Mo-rutê Sekhooa.	English	Teach her English.
Sëburu	Mo-rutê Sëburu.	Afrikaans	Teach her Afrikaans.
Sefora	Mo-rutê Sefora.	French	Teach her French.

C-3

T: [John], [Susan] o-batla ho-lula.
Mo-fê setulô.

[John]: Ho-lokilë. Kë-sëna. Okay. Here it is.

C-4

T: [John], [Susan] o-batla ho-ngôla.
Mo-kalimê pênê.

S: Hă-ke-na pênê.

C-5

T: [Susan], [Bill] o-lapilë.
Mo-fê lijô.

S: Lijô hă-li-eô. There's no food.

M-4

kopa	U-tla mo-kopa ho-ëtsa joang?	beg, ask	What are you going to ask her to do?
ruta	U-tla mo-ruta ho-ëtsa joang?	teach	What are you going to teach her to do?

M-5

sala	Kë-tla mo-kopa ho-sala le-rona.	stay	I'm going to ask her to stay with us.
bapala	Kë-tla mo-kopa ho-bapala le-rona.	play	I'm going to ask her to play with us.
lula	Kë-tla mo-kopa ho-lula le-rona.	live	I'm going to ask her to live with us.

C-6

A: U-tla mo-kopa ho-ëtsa joang?

B: Kë-tla mo-kopa ho-sala le-rona.

C-7

A: [John] o-batla ho-palama.

Naa u-tla mo-kalima pêrê ea-hao?

B: Êë, kë-tla mo-kalima pêrê ea-ka.

Review briefly cycles 2, 6, 8, 28, 1, 37, 20, 24, and 4 in preparation for this dialogue.

Volunteer: Khôtsô ntatë.
 Mosotho: Èë, ntatë.
 Volunteer: U-phela joang?
 Mosotho: Kẹ-phela hantlê. Uêna u-phela joang?
 Volunteer: Kẹ-phela hantlê.
 Mosotho: U-tsoa kae?
 Volunteer: Kẹ-tsoa Masëru.
 Mosotho: Öö, joalë u-ea kae?
 Volunteer: Kẹ-ea Rôma.
 Mosotho: Öö, u-sëbëtisa Masëru?
 Volunteer: Ê-ê, hẹ-ke-sëbëtse têng.
 Mosotho: U-sëbëtisa kae?
 Volunteer: Kẹ-sëbëtisa Rôma.
 Mosotho: Öö, kẹa-bôna. Joalë lebítsô la-hao
 u-mang?
 Volunteer: Lebítsô la-ka kẹ-[John].
 Or: Kẹ-[John].
 Kẹ-moithaopi oa-Amërika.
 Mosotho: Ao! U-moithaopi oa-Amërika?
 Volunteer: Èë.
 Mosotho: Kẹa-bôna. Joalë u-ithutilë
 Sesotho kae?
 Volunteer: Kẹ-ithutilë sôna Amërika,
 fêêla hẹ-ke se-tsebe hantlê.
 Kẹ-batla ho-ithuta sôna hantlê.
 Mosotho: Joalë u-tla se-tseba haholo.
 Volunteer: Joalë uêna u-mang, ntatë?
 Mosotho: Lebítsô la-ka kẹ-[Tau].
 Volunteer: U-hahilë kae?
 Mosotho: Kẹ-hahilë Morija.

I see. Where did you study Sesotho?
 (lit: Where have you studied Sesotho?)
 I studied it in America, only I don't
 know it well.
 I want to learn it well.
 Then you will know it very much.
 Then you, who are you, sir?
 Where do you live? (lit: You have
 built where?)
 I live in Morija.

Volunteer: U-sëbëtsa kae?
 Mosotho: Kë-sëbëtsa hōna tēng.
 Volunteer: Öö. U-sëbëtsa'ng?
 Mosotho: Kë-sëbëtsa pösōng.
 Volunteer: Joalë u-ea kae?
 Mosotho: Kë-ea Thaba-Bosiu.
 Volunteer: Öö.
 Mosotho: Naa ua-rata Lesotho möö?
 Volunteer: Ēē, kēa-rata, fêêla hoa-bata.
 Mosotho: Ēē. Ua-utloa hore hoa-bata
 hōna kajëno?
 Volunteer: Ēē.
 Mosotho: Kë-hantlê. Kë-khōloa hore
 kë-tla u-bōna hapê. Sala
 hantlê.
 Volunteer: Kēa-lëbōha. Tsamaea hantlê.

I work right there.
 Oh. What do you do?
 I work at the post office.
 Now where are you going?

 Do you like it here in Lesotho?
 Yes, I like it, only it is cold.
 Yes. Do you feel that it is cold
 today (this very day)?

Okay. I think that I'll see you
 again.

M-1

ithuta	U-ithutilë Sesotho kae?	learn	Where did you learn Sesotho?
ruta	U-rutilë Sesotho kae?	teach	Where did you teach Sesotho?
bua	U-builë Sesotho kae?	speak	Where did you speak Sesotho?

M-2

ithuta	Kë-ithutilë sōna Amërika.	I learned it in America.
ruta	Kë-se-rutilë Amërika.	I taught it in America.
bua	Kë-se-builë Amërika.	I spoke it in America.

C-1

A: U-[ithutilë] Sesotho kae?
 B: Kë-[ithutilë] sōna Amërika.

M-3

hahilë	Kë-hahilë Morija.	have built	I live in Morija.
lula	Kë-lula Morija.	stay, live	I live in Morija.
phela	Kë-phela Morija.	live	I live in Morija.
sëbëtsa	Kë-sëbëtsa Morija.	work	I work in Morija.

C-2

A: U-hahilë kae?

B: Kë-hahilë [Moriya].

M-4

sepetlele	O-ilë sepetlele.	hospital	She's gone to the hospital.
töröpöng	O-ilë töröpöng.	town	She's gone to town.
thabëng	O-ilë thabëng.	mountain	She's gone to the mountain.
öfising	O-ilë öfising.	office	She's gone to the office.

C-3

T: [Susan] o-kae?

S: O-ilë sepetlele.

Oa-kula.

T: O-ilë neng?

When did she go?

S: Maobane.

Yesterday.

C-4

T: [Ed] o-kae?

S: Hə-a-eô.

T: O-ilë kae?

S: O-ilë töröpöng.

Cycle 72 I'm going to the store to buy a shirt.

72-1

M-1

lebënkëlëng	U-il'ö rêka'ng lebënkëlëng?	at the store	What are you going to the store to buy?
k'hëfing	U-il'ö rêka'ng k'hëfing?	at the cafe	What are you going to the cafe to buy?
mmarakëng	U-il'ö rêka'ng mmarakëng?	at the market	What are you going to the market to buy?

M-2

phofo	Kë-il'ö rêka phofo lebënkëlëng.	flour	I'm going to the store to buy flour.
koae	Kë-il'ö rêka koae lebënkëlëng.	tobacco/ cigarettes	I'm going to the store to buy tobacco/ cigarettes.
hëmpê	Kë-il'ö rêka hëmpê lebënkëlëng.	shirt	I'm going to the store to buy a shirt.

C-1

A: U-il'ö rêka'ng [lebënkëlëng]?

B: Kë-il'ö rêka [phofo].

M-3

pôsô	U-il'ö ëtsa'ng pösöng?	post office	What are you going to do at the post office? (You are going to the post office to do what?)
[Masëru]	U-il'ö ëtsa'ng [Masëru]?	[Maseru]	What are you going to do at [Maseru]?
k'hëfi	U-il'ö ëtsa'ng k'hëfing?	cafe	What are you going to do at the cafe?

M-4

lata	Kɛ-il'ö lata lengôlô pösöng.	fetch	I'm going to the post office to fetch a letter.
rêka	Kɛ-il'ö rêka setêmpê.	buy	I'm going (somewhere) to buy a stamp.
bua	Kɛ-il'ö bua le-motsoallê oa-ka.	speak	I'm going (somewhere) to speak with my friend.

C-2

A: U-il'ö ätsa'ng [pösöng]?

B: Kɛ-il'ö [lata lengôlô].

C-3

A and B: GREETINGS EXCHANGE.

A: U-ea kae?

B: [Lebënkëlën;].

A: U-il'ö ätsa'ng?

Or: U-il'ö ätsa joang?

B: Kɛ-il'ö rêka [hêmpê].

C-4

A: Naa u-tseba [John]?

B: Ēē.

A: O-ea [Lesotho].

B: Ao! O-ea Lesotho? O-il'ö ätsa joang? Really? He's going to Lesotho?
What is he going (there) to do?

A: O-il'ö [phela tēng].

B: Öö. O-tsamaea neng? Oh. When is he going?

A: Ka-Mmantaha.

C-5

A: U-il'ö etsa'ng [lebënkëlēng]?

B: Kɛ-il'ö rêka [koae].

A: U-tla rêka [hêmpê] neng? When will you buy a [shirt]?

B: Kɛ-tla rêka [hêmpê] hosasa. I'll buy a [shirt] tomorrow.

M-1

mosëbëtsi	U-batla mosëbëtsi oa-mofuta ofe?	work	What kind of work do you want?
lebênkêlê	U-batla lebênkêlê la-mofuta ofe?	store	What kind of store do you want?
sesepa	U-batla sesepa sa-mofuta ofe?	soap	What kind of soap do you want?

M-2

kicheneng	Kê-batla mosëbëtsi oa- kicheneng.	kitchen	I want work in the kitchen.
jareteng	Kê-batla mosëbëtsi oa- jareteng.	garden	I want work in the garden.
öfising	Kê-batla mosëbëtsi oa- öfising.	office	I want office work.

C-1

- A: U-batla mosëbëtsi oa-mofuta ofe?
B: Kê-batla mosëbëtsi oa-[kicheneng].

M-3

"Sunlight"	Kê-batla sesepa sa- "Sunlight".	Sunlight	I want (a bar of) "Sunlight" soap.
"Blue Surf"	Kê-batla sesepa sa- "Blue Surf".	Blue Surf	I want "Blue Surf" (washing) soap.
"Palmolive"	Kê-batla sesepa sa- "Palmolive".	Palmolive	I want (a bar of) "Palmolive" soap.

C-2

- A: U-batla sesepa sa-mofuta ofe?
B: Kê-batla sesepa sa-["Sunlight"].
Or: Sa-["Sunlight"].

M-4

ho-phêha	U-tseba ho-phêha?	to cook	Can you cook?
ho-hlatsoa	U-tseba ho-hlatsoa?	to wash	Can you wash?
ho-ngôla	U-tseba ho-ngôla hantlê?	to write	Can you write legibly?
hantlê		well	
ho-bua	U-tseba ho-bua Sekhooa?	to speak	Can you speak English?
Sekhooa		English	
ho-lema	U-tseba ho-lema jareteng?	to dig in	Can you dig in the garden?
jareteng		the garden	

C-3

- A: K_ę-batla mosëbëtsi.
 B: U-batla mosëbëtsi oa-mofuta ofe?
 A: K_ę-batla mosëbëtsi fêêla.
 B: U-tseba ho-[phêha]?
 A: Chêê, h_ą-k_ę-tsebe.
 Or: Êê, k_ęa-tseba.
 B: U-tseba ho-[hlatsoa]?
 A: Chêê, h_ą-k_ę-tsebe.
 Or: Êê, k_ęa-tseba.
 B: K_ę-soabile. H_ą-k_ę-na mosëbëtsi. I'm sorry. I don't have work.

M-5

phôôfôlô	K _ę -phôôfôlô ea-mofuta ofe?	animal	What kind of animal is it?
sesepa	K _ę -sesepa sa-mofuta ofe?	soap	What brand of soap is it?
mosëbëtsi	K _ę -mosëbëtsi oa-mofuta ofe?	work	What kind of work is it?

C-4

- A: K_ę-[phôôfôlô] ea-mofuta ofe?
 B: K_ę-[nku]. It's a sheep.

M-6

sesepa	K _ę -sa-["Sunlight"].	soap	It's "Sunlight" soap.
mosëbëtsi	K _ę -oa-[kicheneng].	a job, work	It's (work) in the kitchen.
	Or: K _ę -mosëbëtsi oa-[kicheneng].		

C-5

A: K_ḡ-batla ho-hlatsoa.

Sesepa se-kae?

Where is some soap?

B: H_ḡ-se-eô. Kopa [Susan].

There isn't any. Ask [Susan].

O-na le-sesepa.

She has soap.

A: K_ḡ-sa-mofuta ofe?

What kind is it?

B: K_ḡ-khôloa hore k_ḡ-sa-["Sunlight"].

I think it is ["Sunlight"].

A: K_ḡ-a-lebôha. K_ḡ-tla se-kopa.

Thank you. I'll go ask for it.

C-6

A: [Thêkô] o-kae?

B: Oa-sëbëtsa.

A: Ao! Oa-sëbëtsa?

O - sëbëtsa kae?

B: [Masëru].

A: K_ḡ-mosëbëtsi oa-mofuta ofe?

What kind of work is it?

B: K_ḡ-mosëbëtsi oa-[jareteng].

It's [gardening].

A: Öö. K_ḡ-hantlê.

M-1

letsoai	Kɛ-il'ö le-rêka.	salt	I'll go buy some.
sesepa	Kɛ-il'ö se-rêka.	soap	I'll go buy some.
lebônê	Kɛ-il'ö le-rêka.	candle	I'll go buy one.
setêmpê	Kɛ-il'ö se-rêka.	stamp	I'll go buy one.

C-1

A: Naa [letsoai le]-têng?	Is there [some salt]?
B: Chêê, hɔ-[le]-eô, fêêla kɛ-il'ö [le]-rêka.	No there isn't any, but I'll go buy some.
A: Neng?	When?
B: Hôna joalê.	Right away.

M-2

letsoai	Kɛ-tla le-rêka.	salt	I'll buy some.
sesepa	Kɛ-tla se-rêka.	soap	I'll buy some.
lebônê	Kɛ-tla le-rêka.	candle	I'll buy one.
setêmpê	Kɛ-tla se-rêka.	stamp	I'll buy one.

C-2

A: U-ngôla'ng, [Tebohô]?	
B: Kɛ-ngôla lengôlô.	
A: U-na le-setêmpê?	Do you have a stamp?
B: Hɔ-se-eô, fêêla kɛ-tla se-rêka.	There isn't any, but I'll buy one.
A: U-tla se-rêka kae?	Where will you buy it?
B: Kɛ-tla se-rêka pösöng.	I'll buy it at the post office.

C-3

A: U-phêha'ng?	
B: Kɛ-phêha [rëisi].	
A: U-na le-letsoai?	
B: Hɔ-le-eô, fêêla kɛ-tla le-rêka.	
A: U-tla le-rêka neng?	When will you buy it?
B: Kɛ-tla le-rêka hôna joalê.	I'll buy it right away.

C-4

Mosotho: Naa batho ba-Amërika ba-
noa lebese?

Volunteer: Ēē, ba-le-noa haholo.

Mosotho: Naa le-uēna ua-le-noa?

Volunteer: Ê-ê, nna hā-ke-le-noe.

Do the people of America drink
milk?

Yes, they drink it a lot.

Do you also drink milk?

No, I don't drink it.

C-5

A: Naa [sesepa] se-tëng, [Lisêbô]?

B: Chêê [mmê], hā-se-eô.

A: Naa u-tla se-rêka?

B: Ēē, kē-il'ô se-rêka hôna joalē.

Or: Kē-tla se-rêka hosasa.

Is there any [soap], [Disebo]?

No ma'm, there isn't any.

Will you buy some?

C-6

A: Tlisa [setêmpê], [Lisêbô].

B: Hā-ke-se-bōne.

A: [Setêmpê] se-tëng tafolëng.

Or: Se-tëng tafolëng.

B: Ōō, kēa-se-bōna. Kē-sēna.

Bring a [stamp], [Disebo].

I don't see it.

There is a [stamp] on the table.

Oh, I see it. Here it is.

C-7

A: Utloa! Kē'ng hōō?

B: Kē-sefofane.

A: Se-kae?

B: Hā-ke-se-bōne.

Listen! What's that?

It's an airplane.

Where is it?

I don't see it.

C-8

A: Lebetsô la-hao hā-le-eô pampiring.

Naa u-tla le-ngôla?

B: Ēē, kē-tla le-ngôla.

Your name isn't on the paper.

Will you write it?

M-1

le-Thabô	Kɛ-sëbëtsa le-Thabô.	with Thabo	I work with Thabo.
ka-mohoma	Kɛ-sëbëtsa ka-mohoma.	with a hoe	I work with a hoe.

C-1

A: U-sëbëtsa le-mang?	Who do you work with?
B: Le-[Thabô].	With Thabo.
A: U-sëbëtsa ka'ng?	What do you work with?
B: Ka-[mohoma].	With a hoe.

C-2

A: U-tsamaea le-mang?	Who are you going with?
B: Le-[Thabô].	
A: Le-tsamaea ka'ng?	How are you going?
B: Re-tsamaea ka-[bese].	We are going by [bus].

C-3

A: U-ja lehapu ka'ng?	How do you eat a watermelon?
Ka-thipa kapa ka-ferekô?	With a knife or a fork?
B: Ê-ê, kɛ-le-ja ka-letsôhô.	No, I eat it with (my) hand.

M-2

ka-chôkô	U-ëtsa'ng ka-chôkô?	with chalk	What do you do with chalk?
ka-ênkê	U-ëtsa'ng ka-ênkê?	with ink	What do you do with ink?
ka-ferekô	U-ëtsa'ng ka-ferekô?	with a fork	What do you do with a fork?
ka-chêlêtê	U-ëtsa'ng ka-chêlêtê?	with money	What do you do with money?

M-3

ngôla	Kɛ-ngôla ka-eôna.	write	I write with it.
ja	Kɛ-ja ka-eôna.	eat	I eat with it.
rêka	Kɛ-rêka ka-eôna.	buy	I buy with it.

C-4

A: U-ëtsa'ng ka-[ênkê]?

B: Kê-ngôla ka-eôna.

C-5

A: U-hlatsoa ka-sesepa sa-mofuta ofe? What kind of soap do you wash with?

B: Kê-hlatsoa ka-["Blue Surf"].

TO THE STUDENT:

Sesotho nouns (cf cycle 59) are grouped into six classes according to their singular and plural prefixes:

1. [mo·NOUN] Mosotho	[ba·NOUN] Basotho	Mosotho, Basotho
2. [mo·NOUN] molamu	[me·NOUN] melamu	stick, sticks
3. [le·NOUN] leoto	[ma·NOUN] maoto	foot, feet
4. [se·NOUN] sejana	[li·NOUN] lijana	dish, dishes
5. [ʎ·NOUN] nku	[liʎ·NOUN] linku	sheep, sheep
6. [bo·NOUN] bosiu	[ma·NOUN] masiu	night, nights

E-1

Practice converting singular nouns into their equivalent plural. Use additional nouns from the summary list at the end of this cycle.

<u>Teacher</u>	<u>Response</u>
1. Mosotho	Basotho
mosali	basali
monna	banna
[mo]	[ba]
4. sejana	lijana
sefatê	lifatê
setulô	litulô
[se]	[li]
5. nku	linku
nthô	linthô
ntja	lintja
nnete	linnete
pêrê	lipêrê
khômo	likhômo
buka	libuka
kobô	likobô
[ʎ]	[liʎ]
2. molamu	melamu
monyakô	menyakô
mosëbëtsi	mesëbëtsi
[mo]	[me]

3. leoto	maoto
letsatsi	matsatsi
lebîtsô	mabîtsô
[le]	[ma]
6. bosiu	masiu
bohôbê	mahôbê

(Most of the members of class six are abstract nouns which usually occur only in the singular.)

E-2

Do E-1 with the singular nouns given in random order rather than according to class.

<u>Teacher</u>	<u>Response</u>
molamu	melamu
mosali	basali
sejana	lijana
monna	banna
pêrê	lipêrê
etc.	etc.

E-3

Practice converting plural nouns into their equivalent singulars, first by classes (as in E-1), then in random order (as in E-2).

In the following set of examples observe that the form of the subject pronoun is the same as that of the prefix of the noun to which it refers:

Singular

3. [le·NOUN] le-_____	
Lehe le-lokilë.	The egg is ready.
Lehe le-kae?	Where is the egg?
4. [se·NOUN] se-_____	
Sejana se-lokilë.	The dish is ready.
Sejana se-kae?	Where is the dish?
6. [bo·NOUN] bo-_____	
Bohôbê bo-lokilë.	The bread is ready.
Bohôbê bo-kae?	Where is the bread?

Plural

1. [ba.NOUN] ba-_____

Basotho ba-lokilë.	The Basotho are ready.
Basotho ba-kae?	Where are the Basotho?
4. [li.NOUN] li-_____

Lijana li-lokilë.	The dishes are ready.
Lijana li-kae?	Where are the dishes?
5. [liŋ.NOUN] li-_____

Linthô li-lokilë.	The things are ready.
Linthô li-kae?	Where are the things?
Lipêrê li-lokilë.	The horses are ready.
Lipêrê li-kae?	Where are the horses?

This kind of agreement between the subject pronoun and the noun to which it refers is called "concord." We call this set of subject pronouns the "subject concords," or the "SC."

E-4

Practice associating the form of the SC (subject concord) with the noun to which it refers, using additional nouns (for the classes above) from the list at the end of this cycle.

<u>Teacher</u>	<u>Response</u>
lehe	Lehe le-lokilë. Or: Lehe le-kae?
sejana	Sejana se-lokilë. Or: Sejana se-kae?
[]	[] lokilë. Or: [] kae?

In the following set of examples observe that the form of the subject pronoun is the same as that of the noun prefix, except that /m/ is omitted:

Singular

1. [mo.NOUN] o-_____

Mosotho o-lokilë.
Mosotho o-kae?
2. [mo.NOUN] o-_____

Molamu o-lokilë.
Molamu o-kae?

Plural

2. [me.NOUN] e-_____
- Melamu e-lokilë.
- Melamu e-kae?
3. [ma.NOUN] a-_____
- Mabônê a-lokilë.
- Mabônê a-kae?
6. [ma.NOUN] a-_____
- Mahôbê a-lokilë. The loaves are ready.
- Mahôbê a-kae? Where are the loaves?

E-5

Practice associating the SC (subject concord) with nouns from the classes above, using additional nouns from the list at the end of this cycle.

TeacherResponse

Mosotho

Mosotho o-lokilë.

Or: Mosotho o-kae?

mabônê

Mabônê a-lokilë.

Or: Mabônê a-kae?

[]

[] lokilë.

Or: [] kae?

Only one of the SC's is completely unlike the prefix of the noun to which it refers:

Singular

5. [N.NOUN] e-_____
- Nthô e-lokilë. The thing is ready.
- Nthô e-kae? Where is the thing?
- Pêrê e-lokilë. The horse is ready.
- Pêrê e-kae? Where is the horse?

This class has more useful words than any of the other classes (as you can easily see from the number of words in this class which you've already learned). Hence it will be especially useful to learn this SC well. You have already used this SC in certain situations (cycles 58, 62, 64, 66).

E-6

Practice identifying the nouns in the [N-NOUN] class and associating the SC "e-" with them. Use nouns from the list at the end of this cycle.

<u>Teacher</u>	<u>Response</u>
nthô	Nthô e-lokilë.
	Or: Nthô e-kae?
	Or: Nthô e-joang?
	Or: Nthô e-tëng?
[]	[] lokilë.
	Or: [] kae?
	Or: [] joang?
	Or: [] tëng?

E-7

Test your ability to associate the correct SC with the nouns to which they refer by responding to items from E-4, E-5, and E-6 at random.

<u>Teacher</u>	<u>Response</u>
sejana	Sejana se-lokilë.
mabônê	Mabônê a-kae?
pêrê	Pêrê e-tëng?
[]	[]

Noun Classes
(Cycles 1 - 76)

The following is a summary of the nouns used thus far. The number of the cycle where a noun was first used is indicated. A dash indicates that there is no singular or no plural. Singulars and plurals are not always in the same class; for example, morêna (class 1), marêna (class 3). These shifts are indicated in parentheses.

<u>Class 1</u> [mo.NOUN]		[ba.NOUN]
<u>Mosotho</u>		<u>Basotho</u>
motsoallê 20		(metsoallê c1 2)
mookamêli 27		baokamêli 49
moithaopi 37		baithaopi 45
moroëtsana 47		baroëtsana 45
mohlankana 47		bahlankana 45
monna 47		banna
mosali 47		basali
morêna 59		(marêna c1 3)
motho 59		batho 47
Mosotho 55		Basotho 47
moruti 53		baruti
molemi 53		balemi
mokhanni 53		bakhanni
morutuo 53		barutuo
moholo 53		baholo
ngcana 69		bana 56
mophêhi 58		baphêhi

Class 1a

(Class 1 has a small sub-group of nouns which take no prefix in the singular ("ø") and which have bö= as the plural prefix. But otherwise they behave like the rest of the nouns in Class 1:

Mmê o-kae?
Bö=ntatë ba-kae?)

[ø.NOUN]		[bö.NOUN]
<u>ntatë</u>		<u>bö=ntatë</u>
mmê 2		bö=mmê 10
ntatë 2		bö=ntatë 10

Class 2 [mo.NOUN]

molamu
 motse 29
 monyakô 35
 mollô 43
 mmaraka 45
 molamu 55
 mose 63
 mosëbëtsi 63
 mokötlana 68
 mohoma 75

Class 3 [le.NOUN]

leoto
 lebitsô 1
 lebese 5
 letsoai 7

 Lesotho 21
 letsatsi 31
 lethô 35
 lengôlô 35
 lebênkêlê 39
 (le)haë 39
 lebôkôsê 43

 lehe
 leoto
 lepölesa 53
 letsôhô 55
 lesale
 lentsoe 56
 lefiêlô 56

[me.NOUN]

melamu
 metse
 menyakô
 mellô
 (limmaraka cl 5)
 melamu
 mese 63
 mesëbëtsi
 mekötlana
 mehoma

[ma.NOUN]

maoto
 mabitsô

 mëtsi 11

 matsatsi

 mangôlô
 mabênkêlê

 mabôkôsê
 mantsiboea 47
 mahe 48
 maoto 51
 mapölesa
 matsôhô
 masale
 mantsoe 56
 mafiêlô

(ntlo cl 5)
 leshomê 59
 lehapu 62
 lebônê 64
 leloala 69

matlo 56
 mashomê
 mahapu
 mabônê
 maloala
 mabêlê 69

Class 4 [se·NOUN]
sejana
 setulô 5
 sejô
 Sesotho 20
 sekölö 28
 Sekhooa 30
 setšoantsô 37
 Seburu 40
 Sefora 40
 selemô 47
 sefatê 47
 senô
 sefofane 51
 seêta
 sejana
 sesepa 56
 setêmpê 60

[li·NOUN]
lijana
 litulô
 lijô 5

likölö

litšoantsô

lilemô
 lifatê
 linô 48
 lifofane
 liêta 55
 lijana 56
 lisepa
 litêmpê

Class 5 [N·NOUN]
nku
 khótsô 4
 buka 5
 koranta 5
 pêênê 5
 nama 5

[liN·NOUN]
linku

libuka
 likoranta
 lipêênê
 linama

tichêrê 7
 teë 9
 pêntsêlê 9
 köfi 9
 nthô 9
 tlelase 14
 phôsô 17
 tsoekere 17
 tôrôpô 25
 naha 25
 kêrêkê 28
 bëkê 31
 khoëli 31
 nakô 33
 bôlô 34
 kobô 35
 öfisi 39
 pôsô 39
 apolê 43
 bôtlôlô 43
 khaba 43
 koae 43
 thipa 43
 pampiri 44
 banka 45
 nnete 46
 palesa
 përekisi 47
 bôtôrô 48
 katse
 ntja
 phôôfôlô
 thaba 49
 kölöi 51

litichêrê
 liteë
 lipêntsêlê
 liköfi
 linthô
 litlelase
 liphôsô

 litôrôpô
 linaha
 likêrêkê
 libëkê
 likhoëli
 linakô
 libôlô
 likobô 55
 liöfisi
 lipôsô
 liapolê
 libôtlôlô
 likhaba

 lithipa
 lipampiri
 libanka
 linnete
 lipalesa 47
 lipërekisi

 likatse 48
 lintja 48
 liphôôfôlô 48
 lithaba 47
 likölöi (makölöi c1 3)

bese 51
 baesekele 51
 pêrê 51
 tönki 51
 terene 51
 ngaka 53
 nêsê 53
 oache 52
 katiba 55
 tsimo 55
 êmêrê 56
 tuku 55
 jase 63

rëisi 58
 k'hëfi 59
 lamunu 60
 bêthê 60
 polêlô 60
 chêlêlê 61
 chôkô 61
 jësi 61
 khalase 61
 pômpöng
 kausi
 tsilô 69
 baki 63
 tjale 63
 hêmpê 63
 sökisi 63
 ônnôrôkô 63
 pöone 69
 thipa 75
 k'habothe 66
 phofo 69
 ferekô 75

libese
 libaesekele
 lipêrê 48
 litönki
 literene
 lingaka
 linêsê
 lioache
 likatiba 55
 (masimo cl 3)
 liêmêrê
 lituku 55
 lijase 57
 liphahlô 56

lik'hëfi
 lilamunu
 libêthê
 lipolêlô
 lichêlêlê

 lijësi
 likhalase
 lipömpöng 61
 likausi 63
 litsilô
 libaki
 litjale
 lihêmpê
 lisökisi
 liônnôrôkô

 lithipa
 lik'habothe
 liphofô
 liferekô

Class 6 [bo.NOUN]bosiu

bohôbê 5

joala 11

botlê 47

bosiu 59

borikhoe 60

bolause 63

[ma.NOUN]

masiu

mahôbê

majoala

masiu

marikhoe

malause

M-1

khôloa	Kê-khôloa hore Phiri o-sëbëtsa hantlê.	think	I think that Phiri is doing well.
utloa	Kê-utloa hore Phiri o-sëbëtsa hantlê.	hear	I hear that Phiri is doing well.
bôna	Kê-bôna hore Phiri o-sëbëtsa hantlê.	see	I see that Phiri is doing well.
tseba	Kê-tseba hore Phiri o-sëbëtsa hantlê.	know	I know that Phiri is doing well.

C-1

- A: [Phiri] o-sëbëtsa joang How is [Phiri] doing at [school]?
[sekölöng]?
B: Kê-[utloa] hore o-sëbëtsa hantlê.

M-2

utloa	Kê-utloa joalö.	hear	That's the way I hear it.
bôna	Kê-bôna joalö.	see	That's the way I see it.
tseba	Kê-tseba joalö.	know	I know it (that).
khôloa	Kê-khôloa joalö.	think	I think so (that).

C-2

- A: Naa [Phiri] o-[kêna sekölö]?
B: Kê-[utloa] joalö.
Or: Ha-kê-tsebe.

C-3

- A: Naa [Phiri] o-kêna sekölö?
B: Kê-[utloa] joalö.
A: O-sëbëtsa joang sekölöng?
B: Kê-[utloa] hore o-sëbëtsa hantlê.
A: O-ithuta hantlê?
B: Eë, kê-[utloa] hore o-ithuta hantlê.

M-3

utloa	K _ę -utloa hore Tankisô oa-kula.	hear	I hear that Tankiso is sick.
khôloa	K _ę -khôloa hore Tankisô oa-kula.	think	I think that Tankiso is sick.
tseba	K _ę -tseba hore Tankisô oa-kula.	know	I know that Tankiso is sick.
bôna	K _ę -bôna hore Tankisô oa-kula.	see	I see that Tankiso is sick.

C-4

A and B: GREETINGS EXCHANGE

A: U-utloa joang?

What have you heard (lately)?

B: K_ę-utloa hore [Tankisô] oa-kula.C-5

A: U-utloa joang?

B: K_ę-utloa hore [Tankisô] oa-kula.

A: Ēē, [Tankisô] o-kula haholo.

B: O-kae?

A: O-[sepetlele].

He's at the hospital.

B: Ke-hampe. Re-soabilē.

M-4

bö-Têlîô	Re-utloa hore bö-Têlîô ba-ea Amërika.	Tello and his companions	We hear that Tello and his companions are going to America.
bö-Thabô	Re-utloa hore bö-Thabô ba-ea Amërika.	Thabo and his companions	We hear that Thabo and his companions are going to America.
bö-tichêrê	Re-utloa hore bö-tichêrê ba-ea Amërika.	teacher and his companions	We hear that the teacher and his companions are going to America.

C-6

A: Le-utloa joang?

B: Re-utloa hore bö-[Têllô] ba-ea Amërika.

M-5

ea	Kê-utloa hore o-ea le-Mphô le-Thêkô.	go	I understand that he is going with Mpho and Theko.
tla	Kê-utloa hore o-tla le-Mphô le-Thêkô.	come	I understand that he is coming with Mpho and Theko.
lula	Kê-utloa hore o-lula le-Mphô le-Thêkô.	live	I understand that he lives with Mpho and Theko.

C-7

A: [Têllô] o-ea le-mang [Amërika]?

B: Re-utloa hore o-ea [le-Mphô] [le-Thêkô].

C-8

A: Le-utloa joang?

B: Re-utloa hore bö-Têllô ba-ea [Amërika].

A: O-ea le-mang?

B: Re-utloa hore o-ea [le-Mphô] [le-Thêkô].

A: Ba-il'ö ëtsa joang?

B: Re-utloa hore ba-il'ö ruta Sesotho.

M-6

khôloa	Kê-khôloa hore oa-tla.	think	I think that he is coming.
bôna	Kê-bôna hore oa-tla.	see	I see that he is coming.
utloa	Kê-utloa hore oa-tla.	understand	I understand that he is coming.

C-9

A: Naa [Linêô] oa-tla?

B: Kê-khôloa hore oa-tla.

A: O-tla le-mang?

B: Kê-khôloa hore o-tla [le-Mphô].

The following exercises provide an opportunity for the student to listen and respond selectively to the time and circumstances involved in the verb phrase. The responses may be given by individual students or by the class.

T: Kẹ-bula monyakô.

S. Present

E-1 Responses: Present, tla.

<u>Teacher</u>	<u>Response</u>
1. Kẹ-bula monyakô.	Present
2. Kẹ-tla bula lengôlô.	tla
3. Kẹ-tla koala monyakô.	tla
4. Kẹ-koala mokötlana.	Present
5. Kẹ-bula lengôlô.	Present
6. Kẹ-tla bula mokötlana.	tla
7. Kẹ-koala lengôlô.	Present
8. Naa u-tla palama hosasa?	tla
9. Naa u-tla phêla?	tla
10. U-tla ëtsa joang?	tla
11. Kẹ-batla ho-palama pêrê.	Present
12. Kẹ-tla palama kôlôï.	tla
13. Kẹ-fêpa pêrê.	Present
14. Kẹ-rata ho-fêpa katse.	Present
15. U-tla bôna'ng?	tla
16. U-sila'ng?	Present
17. Kẹ-tla sila pööne.	tla
18. Ba-tla apara likobô.	tla
19. Ba-batla ho-tsamaea.	Present
20. Ba-tla kopa lijô.	tla

E-2 Responses: tla, il'ö.

<u>Teacher</u>	<u>Response</u>
1. Kẹ-tla bula lengôlô.	tla
2. Kẹ-il'ö bula monyakô.	il'ö
3. Kẹ-il'ö koala monyakô.	il'ö
4. Kẹ-il'ö batla chêlêlê.	il'ö

5. O-il'ö kopa mosëbëtsi.	il'ö
6. O-tla kopa joala.	tla
7. O-il'ö rêka joala.	il'ö
8. O-il'ö ëtsa'ng pösöng?	il'ö
9. U-tla ëtsa joang?	tla
10. Ba-il'ö batla mookamëli.	il'ö

E-3 Responses: Present, tla, il'ö.

<u>Teacher</u>	<u>Response</u>
1. Re-koala monyakô.	Present
2. Re-tla bula monyakô.	tla
3. Re-il'ö fêpa pêrê.	il'ö
4. Re-il'ö rêka pêrê.	il'ö
5. Re-tla ea Quthing.	tla
6. Rea-tla.	Present
7. Le-tla ea kërëkëng neng?	tla
8. Le-ithuta Sesotho neng?	Present
9. Re-il'ö ithuta sôna hôna joalë.	il'ö
10. Le-tla lata lengôlô neng?	tla
11. Re-il'ö lata lengôlô hosasa.	il'ö
12. Kë-il'ö bua le-motsoallê oa-ka.	il'ö
13. Re-bua le-motsoallê oa-rona.	Present
14. Ba-tla neng?	tla
15. Ba-batla'ng?	Present
16. Ba-batla ho-lata lijô.	Present
17. Ba-il'ö kopa mosëbëtsi.	il'ö
18. Ba-il'ö lata phofo.	il'ö
19. Ba-tla phêha bohôbê.	tla
20. Këa-tla.	Present

E-4 Responses: Stative, tla.

<u>Teacher</u>	<u>Response</u>
1. Mosali o-apëre kobô.	Stative
2. Monna o-tla apara baki.	tla
3. Uêna u-tla roala katiba.	tla

4. Mosali o-roëtse tuku.	Stative
5. Mosali o-pëpilë ngoana.	Stative
6. Mphô o-tla pëpa ngoana.	tla
7. Kë-lapilë.	Stative
8. Ngoana o-tla lapa.	tla
9. Kë-tla soaba.	tla
10. Kë-soabilë.	Stative

M-1

nama	U-batla nama ea-mofuta ofe?	meat	What kind of meat do you want?
koae	U-batla koae ea-mofuta ofe?	tobacco	What kind of tobacco do you want?

M-2

nku	Ke-batla nama ea-nku.	sheep	I want some mutton.
khömo	Ke-batla nama ea-khömo.	cow	I want some beef.
poli	Ke-batla nama ea-poli.	goat	I want some goat's meat.
fariki	Ke-batla nama ea-fariki.	pig	I want some pork.

C-1

A: U-batla nama ea-mofuta ofe?

B: Ke-batla nama ea-[nku].

M-3

nama	Ke-nama ea-mofuta ofe?	meat	What kind of meat is it?
koae	Ke-koae ea-mofuta ofe?	tobacco	What kind of tobacco is it?

M-4

khömo	Ke-nama ea-khömo.	cow	It's beef.
nku	Ke-nama ea-nku.	sheep	It's mutton.
* * * * *			
khömo	Ke-ea-khömo.	cow	It's beef.
nku	Ke-ea-nku.	sheep	It's mutton.

C-2

A: Ke-nama ea-mofuta ofe?

B: Ke-ea-[khömo].

M-5

nama ea-nku	Tankisô o-il'ô rêka nama ea-nku.	mutton	Tankiso is going to buy some mutton.
nama ea-khömo	Tankisô o-il'ô rêka nama ea-khömo.	beef	Tankiso is going to buy some beef.

C-3

A: Tankisô o-il'ô rêka nama.

B: O-il'ô rêka nama ea-mofuta ofe?

Or: Nama ea-mofuta ofe?

A: O-il'ô rêka nama ea-[nku].

Or: Ea-[nku].

M-6

sakerêtê	Ke-koae ea-sakerêtê.	cigarette	They are cigarettes.
pëipi	Ke-koae ea-pëipi.	pipe	It's pipe tobacco.

* * * * *

sakerêtê	Ke-ea-sakerêtê.	cigarette	They are cigarettes.
pëipi	Ke-ea-pëipi.	pipe	It's pipe tobacco.

C-4

A: Ke-koae ea-mofuta ofe?

B: Ke-ea-[sakerêtê].

C-5

A: Mphê [koae].

B: [Koe] ea-mofuta ofe?

A: Ea-[sakerêtê].

B: Hâ-ke-na [sakerêtê]. Ke-na le-[koae ea-pëipi] fêêla.

Or: Hâ-[e]-eô.

M-7

koae ea-	Tankisô o-il'ô rêka koae	cigarettes	Tankiso is going to buy
sakerêtê	ea-sakerêtê.		cigarettes.
koae ea-pëipi	Tankisô o-il'ô rêka koae	pipe tobacco	Tankiso is going to buy
	ea-pëipi.		some pipe tobacco.

C-6

A: Tankisô o-il'ô rêka koae.

B: O-il'ô rêka koae ea-mofuta ofe?

Or: Koe ea-mofuta ofe?

A: O-il'ô rêka koae ea-[pëipi].

Or: Ea-[pëipi].

M-1

moriana	O-il'ö batla moriana.	medicine	He is going (somewhere) to get medicine.
koae	O-il'ö batla koae.	tobacco/ cigarettes	He is going (somewhere) to get tobacco/ cigarettes.
phofo	O-il'ö batla phofo.	flour	He is going (somewhere) to get flour.
mosëbëtsi	O-il'ö batla mosëbëtsi.	work	He is going (somewhere) to look for work.

M-2

ngaka	O-il'ö batla'ng ngakëng?	doctor	What is he going to see the doctor about?
Rôma	O-il'ö batla'ng Rôma?	Roma	What is he going to look for at Roma?
lebënkëlëng	O-il'ö batla'ng lebënkëlëng?	store	What is he going to look for at the store?

C-1

A: [John] o-il'ö batla'ng ngakëng?

B: O-il'ö batla [moriana].

C-2

T: (noting an absence in the class)

[John] o-kae?

S: O-ngakëng.

T: O-il'ö ëtsa'ng?

S: O-il'ö batla moriana. Oa-kula.

C-3

A: [Tankisô] o-kae?

B: O-[sepetlele] hobano oa-kula.

He's at the hospital because he is sick.

A: Ao! O-[sepetlele]?

B: Èë, o-kula haholo.

C-4

A: U-ea kae?

B: Ngakëng.

Or: Kë-ea ngakëng.

A: U-il'ö ëtsa'ng?

B: Kë-il'ö [lata] moriana.

I'm going to get (fetch) some medicine.

A: Naa u-tla bua le-[nêse]?

B: Chêê, kë-tla bua le-[ngaka] fêêla.

Or: Chêê, kë-il'ö [lata] moriana
fêêla.

M-3

Quthing	John o-lula Quthing hobane'ng?	Quthing	Why is John living in Quthing?
moriana	John o-batla moriana hobane'ng?	medicine	Why is John looking for some medicine?
lijô	John o-batla lijô hobane'ng?	food	Why is John looking for some food?

C-5

A: [John] o-lula [Quthing] hobane'ng?

B: Hobane o-sëbëtsa têng.

C-6

A: Nna kë-il'ö batla lijô k'hëfing.

B: Hobane'ng?

A: Hobane kë-lapilë.

B: Re-tla ja haë.

We will eat at home.

A: Chêê, kë-lapilë haholo.

M-4

lebënkëlëng	Hobane e-chipi lebënkëlëng.	store	Because it is cheap at the store.
k hëfing	Hobane e-chipi k'hëfing.	cafe	Because it is cheap at the cafe.
mmarakëng	Hobane e-chipi mmarakëng.	market	Because it is cheap at the market.

C-7

A: U-ea kae?

B: Lebënkëlëng.

A: U-il'ö ëtsa joang?

B: Kë-il'ö rêka [tsoekere]..

A: U-il'ö rêka [tsoekere] lebënkëlëng
hobane'ng?

B: Hobane e-chipi lebënkëlëng.

A: Hă-u-batlë ho-rêka [tsoekere] k'hëfing? Don't you want to buy [sugar] at
the cafe?

B: Chêê, hă-kë-batlë hobane e-turu No, I don't want to because it
k'hëfing. is expensive at the cafe.

Cycle 81 Why do you want it?

81-1

M-1

sesepa	U-se-rêka hobane'ng?	soap	Why are you buying it?
setulô	U-se-batla hobane'ng?	chair	Why are you looking for it?
setöfo	U-se-lata hobane'ng?	stove	Why are you fetching it?

M-2

sesepa	Kê-se-rêka hobane ke- batla ho-hlatsoa.	soap	I'm buying it because I would like to wash.
setulô	Kê-se-batla hobane ke- batla ho-lula.	chair	I'm looking for it because I would like to sit down.
setöfo	Kê-se-lata hobane ke- batla ho-phêha	stove	I'm fetching it because I would like to cook.

C-1

A: U-lata [setöfo] hobane'ng?

B: Kê-se-lata hobane kê-batla
ho-[phêha].C-2

A: Naa u-il'o rêka [sesepa]?

B: Êë, kê-il'o se-rêka.

A: U-il'o se-rêka hobane'ng?

B: Kê-il'o se-rêka hobane kê-batla ho-[hlatsoa].

C-3

A: U-batla'ng?

B: Setulô.

A: U-se-batla hobane'ng?

B: Kê-se-batla hobane kê-batla ho-lula.

M-3

ea	Kê-ithuta Sesotho hobane kê-ea Lesotho.	go	I'm learning Sesotho because I'm going to Lesotho.
tla sëbêtsa	Kê-ithuta Sesotho hobane kê-tla sëbêtsa Lesotho.	will work	I'm learning Sesotho because I'll work in Lesotho.
tla phela	Kê-ithuta Sesotho hobane kê-tla phela Lesotho	will live	I'm learning Sesotho because I'll live in Lesotho.

C-4

- A: [Ann] o-ithuta Sesotho.
 B: Kannete?
 A: Kannete.
 B: O-ithuta Sesotho hobane'ng?
 A: O-ithuta Sesotho hobane o-ea Lesotho.
 Or: Hobane o-ea Lesotho.
 B: O-il'o ětsa'ng Lesotho?
 A: Ke-moithaopi. Moithaopi ba-ea Lesotho.
 B: Öö. Kea-utloa.

M-4

kërëkëng	Hā- <u>u-ee</u> kërëkëng hobane'ng?	church	Why aren't you going to the church?
lebënkëlëng	Hā- <u>u-ee</u> lebënkëlëng hobane'ng?	store	Why aren't you going to the store?
sepetlele	Hā- <u>u-ee</u> sepetlele hobane'ng?	hospital	Why aren't you going to the hospital?

C-5

- A: Naa u-ea [kërëkëng]?
 B: Chêê, hā-ke-ee.
 A: Hobane'ng?
 B: Hobane hā-ke-rate.

C-6

- A: [Tefô] o-kula haholo.
 B: Naa o-ea sepetlele?
 A: Ê-ê.
 B: Hā-a-eê sepetlele hobane'ng?
 A: Hobane oa-tšaba. Because he is afraid.

C-7

- A: Hā-le-utloisise tichêrê ea-lona
hobane'ng? Why don't you (pl) understand your
teacher?
 B: Hobane o-bua kapele.

E-1

The following exercises will provide additional practice in joining two sentences together with hobane. Practice these as follows:

T: Kẹ-il'ö batla lijô. Kẹ-lapilë.

S: Kẹ-il'ö batla lijô hobane kẹ-lapilë.

T: (Verification) Kẹ-il'ö batla lijôhobane kẹ-lapilë.

<u>Teacher</u>	<u>Response</u>
1. Kẹ-il'ö batla lijô. Kẹ-lapilë.	1. Kẹ-il'ö batla lijô hobane kẹ-lapilë.
2. O-il'ö lata moriana. Oa-kula.	2. O-il'ö lata moriana hobane oa-kula.
3. Kẹ-il'ö rêka tsoekere. Kẹ-batla ho-noa teë.	3. Kẹ-il'ö rêka tsoekere hobane kẹ-batla ho-noa teë.
4. Kẹ-il'ö rêka nama. E-chipi kajëno.	4. Kẹ-il'ö rêka nama hobane e-chipi kajëno.
5. Kẹ-lula haë. Hẹ-ke-sëbëtse.	
6. Hẹ-ke-utloe. U-bua kapele.	
7. Kẹ-utloisisa. Tichêrê o-bua hantlê.	
8. Kẹ-botsa. Hẹ-ke-utloisise.	
9. Kẹ-tsamaea le-eëna. Kẹ-motsoallë oa-ka.	
10. Kẹ-ea morënëng. Kẹ-rata ho-bôna morêna.	
11. Kẹ-sala. Hẹ-ke-na chëlêtê.	
12. Hẹ-ke-ngöle. Hẹ-ke-na pentsêlê.	
13. Hẹ-ke-rêke nama. E-turu.	
14. Hẹ-ke-ëtse lethô. Hẹ-ke-na mosëbëtsi.	
15. Kẹ-fa mphô chëlêtê. O-batla ho-rêka bôtôrô.	

E-2

Use the sentences in E-1 above as a completion exercise in which the teacher gives the first sentence and the student responds by adding the second (from memory):

T: Kẹ-il'ö batla lijô.

S: Kẹ-il'ö batla lijô hobane kẹ-lapilë.

E-3

For additional practice the students may complete these sentences with simple sentences of their own choosing (as long as the completed sentence makes good sense):

T: Ke-il'ö batla lijô.

S: Ke-il'ö batla lijô hobane
[ke-batla ho-phêha].

M-1

ithuta Sesotho	K _g -tlil'ö ithuta Sesotho.	learn Sesotho	I've come to learn Sesotho.
batla moriana	K _g -tlil'ö batla moriana.	look for medicine	I've come to look for medicine.
lata phofo	K _g -tlil'ö lata phofo.	get/fetch flour	I've come to get some flour.
kopa mosëbëtsi	K _g -tlil'ö kopa mosëbëtsi.	ask for a job	I've come to ask for a job.

M-2

tlil'ö	U-tlil'ö ëtsa joang?	have come to	What have you come for/to do?
il'ö	U-il'ö ëtsa joang?	going	What are you going (some- where) to do?

C-1

A: U-tlil'ö ëtsa joang?

B: K_g-tlil'ö [ithuta].M-3

lata'ng?	U-tlil'ö lata'ng?	get, fetch what	What have you come to get? what
batla'ng?	U-tlil'ö batla'ng?	look for what	What have you come to look for?

C-2

A: U-batla'ng?

B: K_g-tlil'ö [kopa mosëbëtsi].C-3

A: U-tlil'ö [lata'ng]?

B: K_g-tlil'ö [lata phofo].

M-4

tla	O-tla koano.	come	He/She's coming here.
tlil'ö lula	O-tlil'ö lula koano.	come to	He/She's coming to live
		live	here.
tlil'ö ruta	O-tlil'ö ruta koano.	come to	He/She's coming to teach
		teach	here.

C-4

- A: Naa u-tseba [Palô]?
 B: Eë, o-kae?
 A: O-tla koano.
 B: O-tla koano? O-tlil'ö ëtsa joang?
 A: O-tlil'ö kopa mosëbëtsi.

M-5

bapala bôlô	Re-tlil'ö bapala bôlô le-lona.	soccer	We've come to play soccer with you.
bua	Re-tlil'ö bua le-lona.	speak	We've come to speak with you.
tsamaea	Re-tlil'ö tsamaea le-lona.	go, walk	We've come to go with you.
kêna sekölö	Re-tlil'ö kêna sekölö le-lona.	attend school	We've come to attend school with you.

C-5

- A: Le-tlil'ö ëtsa joang?
 B: Re-tlil'ö [bapala bôlô] le-lona.

M-6

rêka phofo	Ba-tlil'ö rêka phofo.	buy flour	They've come to buy flour.
utloa litaba	Ba-tlil'ö utloa litaba.	hear the news	They've come to hear the news.

C-6

- A: Ba-tlil'ö ëtsa joang?
 B: Ba-tlil'ö utloa litaba.

C-7

A: U-tsoa kae?

B: Kẹ-tsoa [haë].

A: U-tlil'ö ëtsa joang?

B: Kẹ-tlil'ö kopa [sesepa].

A: Kẹ-soabile. [Sesepa] ha-se-eô.

B: Kẹa-utloa.

C-8

A: Kẹ-tlil'ö kopa [koae].

B: Chêê, ha-ke-na [koae].

A: Mphê chêlêlê. Nna kẹ-tla rêka [koae].

B: Ha-ke-na chêlêlê.

A: Ha-u-na [koae]. Ha-u-na chêlêlê.

U-na le'ng fêêla?

B: Ha-ke-na lethô kannete.

M-1

Tefô o-bitsa uêna.	U-bitsoa <u>ke</u> -Tefô.	You are called by Tefo.
Tefô o-botsoa uêna.	U-botsoa <u>ke</u> -Tefô.	You are questioned by Tefo.
Tefô o-ruta uêna.	U-rutoa <u>ke</u> -Tefô.	You are taught by Tefo.
Tefô o-rata uêna.	U-ratoa <u>ke</u> -Tefô.	You are loved by Tefo.

C-1

A: U-[rutoa] ke-mang?
 B: Kê-[rutoa] ke-Tefô.

C-2

T: Bitsa [John].
 S: [John]. Ua-bitsoa.

C-3

T: Bitsa [John].
 S: [John]. Ua-bitsoa.
 [John]: Ke-mang?
 S: Ke-tichêrê.
 T: (John arrives) Lula fatše [John]. Sit down, [John].
 Kê-batla ho-bua le-uêna.

C-4

T: Tsamo'o bitsa [Susan].
 S: (Goes for Susan) [Susan], ua-bitsoa.
 [Susan]: Ke-mang?
 S: (No reply)
 [Susan]: Kê-bitsoa ke-mang?
 S: Ke-tichêrê.

M-2

O-bitsoa <u>ke</u> -Tefô.	Ê-ê, hâ-a-bitsoe <u>ke</u> -Tefô.	You are not liked by Tefo.
O-botsoa <u>ke</u> -Tefô.	Ê-ê, hâ-a-botsoe <u>ke</u> -Tefô.	You are not questioned by Tefo.
O-ratoa <u>ke</u> -Tefô.	Ê-ê, hâ-a-ratoe <u>ke</u> -Tefô.	You are not loved by Tefo.
O-rutoa <u>ke</u> -Tefô.	Ê-ê, hâ-a-rutoe <u>ke</u> -Tefô.	You are not taught by Tefo.

C-5

A: Naa [Bill] o-bitsa [John]?

B: Ê-ê, ha-a-bitsoe ke-[Bill].

A: O-bitsoa ke-mang?

B: O-bitsoa ke-[Ed].

C-6

Use picture number 2 for the following, pointing to the various objects that can be identified in this picture:

leloala	millstone	sethêbê	mat
tšilô	grinding stone	sekôtlôlô	basin
ngoana	child	lerakô	wall
kobô	blanket	setupu	stoop
tuku	headscarf	ntlo	house
mosali	woman	leifô	hearth
pöone	corn	letsôhê	arm

a) T: Hôö ho-bitsoa'ang?

T: Ke-[leloala].

b) S: Hôö ho-bitsoa'ang?

T: Ke-[leloala].

c) T: Hôö ho-bitsoa'ang?

S: Ke-[leloala].

M-1

sethunya	Naa u-na le-sethunya?	gun	Do you have a gun?
setöfo	Naa u-na le-setöfo?	stove	Do you have a stove?
setulô	Naa u-na le-setulô?	chair	Do you have a chair?

M-2

sethunya	Chêê, ha-ke-na sôna.	gun	No, I don't have one.
setöfo	Chêê, ha-ke-na sôna.	stove	No, I don't have one.
setulô	Chêê, ha-ke-na sôna.	chair	No, I don't have one.

C-1

A: Naa u-na le-[sethunya]?

B: Chêê, ha-ke-na sôna.

M-3

sethunya	Ke-na le-sôna.	gun	I have one.
setöfo	Ke-na le-sôna.	stove	I have one.
sesepa	Ke-na le-sôna.	soap	I have some.

C-2

A: Naa u-na le-[setöfo]?

Do you have a (camp) stove?

B: Ēē, ke-na le-sôna.

A: Ak'u nkalimê sôna.

Please lend it to me.

B: Ho-lokilê.

M-4

sethunya	Ke'ng hōō?	Naa ke-sethunya?	gun	What is it? Is it a gun?
setöfo	Ke'ng hōō?	Naa ke-setöfo?	stove	What is it? Is it a stove?
sefofane	Ke'ng hōō?	Naa ke-sefofane?	airplane	What is it? Is it an airplane?
sefatê	Ke'ng hōō?	Naa ke-sefatê?	tree	What is it? Is it a tree?

M-5

ēē	Ēē, ke-sôna.	yes	Yes, it is.
chêê	Chêê, ha-se-sôna.	no	No, it isn't.

C-3

A: Ke'ng höö? Naa ke-[sefofane]?

B: Chêê, hä-se-sôna.

A: Hä-se-sôna, ke'ng?

B: Ke-[kölöi].

It's a [car].

C-4

A: U-ea kae?

B: Ke-ea [Mokhötlöng].

A: U-il'ö palama sefofane?

B: Êë, ke-il'ö palama sôna.

M-6

lebese	H <u>ä</u> -k <u>e</u> -na lônä.	milk	I don't have any.
letsoai	H <u>ä</u> -k <u>e</u> -na lônä.	salt	I don't have any.
sethunya	H <u>ä</u> -k <u>e</u> -na sôna.	gun	I don't have one.
setöfo	H <u>ä</u> -k <u>e</u> -na sôna.	stove	I don't have one.
lehe	H <u>ä</u> -k <u>e</u> -na lônä.	egg	I don't have one.

C-5

A: Naa u-na le-[lehe]?

B: Hä-ke-na lônä.

Or: Êë, ke-na le-lônä.

C-6

A: Naa [Thabô] o-na le-[letsoai]?

B: Ê-ê, hä-a-na lônä.

Or: Êë, o-na le-lônä.

C-7

A: Naa u-na le-lebese?

B: Hä-ke-na lônä.

A: U-tla-noa'ng kajëno?

B: Ke-tla-noa [köfi] fêêla.

A: Ke-hampe.

Use picture number 3 with the following:

Möna re-böna moshanyana oa-Mosotho.

O-palame tönki ea-hae. O-apëre kobô
ea-hae, ha-a-roala katiba, ha-a-na
liêta maotong. O-tšöëre molamu.

Re-böna moshanyana oa-Mosotho oa-
sebele. Ke-molisana. O-bônahala
a-lisitsê. Ke-khōloa hore o-lisa
likhōmo tsa-ntat'ae. O-shêbahala
a-thabilê haholo.

Tönki e-ëme tlasa selōmo. Litönki
ke-liphōôfōlō tsa-bohlōkoa Lesotho.
Basotho ba-sëbëlisa litönki ho-bôfa.
Bashanyana ba-Lesotho ba-rata ho-palama
litönki. Litönki tsa-Lesotho li-matla
haholo. Ke-phōôfōlō tsa-bohlōkoa.

Q-1

T: Naa ke-moshanyana oa-Mosotho?

S: Êê.

Q-2

T: Naa o-palame pêrê?

S: Ê-ê, ha-a-palama pêrê.

O-palame tönki.

Q-3

T: Naa banna ba-Lesotho ba-rata ho-palama litönki?

S: Ha-ke-tsebe. Fêêla ke-tseba hore bashanyana
ba-Lesotho ba-rata ho-li-palama.

Q-4

T: (Naa) moshanyana o-tšöëre molamu kapa mohoma?

S: O-tšöëre molamu.

Here we see a Mosotho boy. He is
riding his donkey. He is wearing his
blanket, he is not wearing a hat, he
does not have shoes on his feet. He is
grasping a stick.

We see a real Mosotho boy. He is
a herdboys. He apparently is herding.
I think that he is herding his father's
cattle. He looks like he is very happy.

The donkey is standing beneath a
cliff. Donkeys are very important
in Lesotho. The Basotho use donkeys to
carry (loads). The boys of Lesotho like
to ride donkeys. The donkeys of Lesotho
are very strong. They are animals of
importance.

I don't know. Only I know that
the boys of Lesotho like to ride
them.

Q-5

T: (Naa) tönki e-ëme tlasa selömo kapa hara tšimo?

S: E-ëme t'lasa selömo.

Q-6

T: O-tšöëre'ng?

S: O-tšöëre molamu.

Q-7

T: O-apëre'ng?

S: O-apëre kobô.

Q-8

T: 0-roë'tse'ng?

S: H₃-a-roala lethô.

Q-9

T: O-ëtsa'ng?

S: O-bônahala a-lisitsë.

Q-10

T: Naa o-lisa likhömo tsa-ntat'ae?

S: Eë, kê-khôloa hore o-lisa likhömo tsa-ntat'ae.

Q-11

T: Basotho ba-sëbëlisa litönki ho-ëtsa'ng?

S: Ba-li-sëbëliša ho-bôfa.

Q-12

T: O-sëbëlisha molamu ho-ëtsa'ng?

S: O-sëbëliša molamu ho-khanna likhömo.

Q-13

T: Naa u-tseba ho-palama tönki?

S: [].

Q-14

T: Naa u-apara kobô kapa baki?

S: Kê-apara baki.

Q-15

T: Liphôôfôlô tsa-bohlôkoa Amërika ke-life?

What are the animals of importance in
America?

S: Ke-lintja, likatse, lipêê, le-likhömo.

Q-16

T: [John], u-shêba'ng?

S: Kê-shêba setšoantsô sa-molisana le-tönki
ea-hae.

Q-17

T: Lebítsô la-hae ke-mang?

S: Hâ-ke-mo-tsebe.



Picture Number 3 (Cycle 85)

W. v. d. Kallen, N. V. F.

M-1

tlil'ö	Kë-tlil'ö phêtha mabaka.	have come	I've come to take care of some affairs/matters.
il'ö	Kë-il'ö phêtha mabaka.	going to	I'm going (somewhere) to take care of some matters.
tla	Kë-tla phêtha mabaka.	will	I will take care of some matters.
leka	Kë-leka ho-phêtha mabaka.	try	I'm trying to take care of some matters.

C-1

- A: U-tsoa kae?
 B: Kë-tsoa [Quthing].
 A: U-tlil'ö ëtsa joang?
 B: Kë-tlil'ö phêtha mabaka.

C-2

- A: U-ea kae?
 B: Kë-ea [Butha-Buthe].
 A: U-il'ö ëtsa'ng?
 B: Kë-il'ö phêtha mabaka.

M-2

sefuba	O-tlil'ö batla moriana oa-sefuba.	a cold	He wants medicine for a cold.
mala	O-tlil'ö batla moriana oa-mala.	bowels	He wants medicine for a stomach-ache.

C-3

- A: [John] o-tlil'ö batla moriana oa-mofuta ofe?
 B: Moriana oa-[sefuba].

C-4

A: [John] o-tlil'ö batla moriana.

B: Oa-kula?

A: Ēē.

B: O-batla moriana oa-mofuta ofe?

A: Moriana oa-[sefuba].

C-5

A: Ke-moriana oa-mofuta ofe?

B: Ke-moriana oa-[mala].

Or: Ke-oa-[mala].

C-6

A: U-tlil'ö ětsa joang?

B: Ke-tlil'ö lata setöfo sa-ka.

A: U-se-lata hobane'ng?

B: Ke-se-lata hobane ke-batla ho-phêha.

M-3

il'ö	Le-il'ö ětsa joang Lesotho?	going to	What are you going to do in Lesotho?
tla	Le-tla ětsa joang Lesotho?	will	What will you do in Lesotho?
batla ho-ea	Le-batla ho-ea ětsa joang Lesotho?	want to go	What do you want to go do in Lesotho?
rata ho-ea	Le-rata ho-ea ětsa joang Lesotho?	like to go	What would you like to go do in Lesotho?

M-4

sëbëtsa	Re-il'ö sëbëtsa têng.	work	We are going there to work.
ruta	Re-il'ö ruta têng.	teach	We are going there to teach.
lula	Re-il'ö lula têng.	live	We are going there to live.

C-4

A: Le-il'ö ětsa joang [Lesotho]?

B: Re-il'ö [sëbëtsa].

M-1

tloha	U-tla tloha neng?	leave (from)	When will you leave?
fihla	U-tla fihla neng?	arrive (at)	When will you arrive?

C-1

- A: Kê-ea [Warner Springs] hosasa.
 B: U-tla tloha neng?
 A: Ka-[8:00].
 B: U-tla fihla neng?
 A: Ka-[12:00].

M-2

tloha	U-tla tloha neng mōö?	leave (from)	When will you leave from here?
fihla	U-tla fihla neng mōö?	arrive (at)	When will you arrive here?

C-2

- A: U-tla[tloha] neng mōö?
 B: Ka-[Sateretaha].

C-3

- A: U-ea [Masëru] neng?
 B: Hôna kajëno. Right today.
 A: U-ea ka'ng?
 B: Ka-[bese].
 A: E-tla-tloha neng mōö? When will it leave from here?
 B: Hâ-ke-tsebe hantlê. Kêa-khôloa
 e-tla-tloha ka-[8:00].
 A: E-tla fihla neng [Masëru]?
 B: E-tla fihla [Masëru] ka-[10:00].

C-4

A: Likölöi li-tloha neng [Masëru]?

B: Li-tloha [Masëru] ka-2:00.

Or: Ka-2:00.

A: Li-fihla neng haë möö?

When do they arrive here at home?

B: Li-fihla haë möna ka-4:00.

Or: Ka-4:00.

C-5

A: Naa u-ea töröpöng?

B: Eë.

A: U-tsamaea ka'ng?

B: Ka-bese.

A: E-tloha neng?

When does it leave?

B: Kae?

Where?

A: Haë möö.

From here at home.

B: Hôna joalë. Kë-ëo e-tloha.

Right away. There it is! It's leaving.

Sala hantlê.

Goodbye.

A: Ba-lumëlisê.

Greet them.

M-3

ea	U-tla ea neng lebënkëlëng?	go	When will you go to the store?
khutla	U-tla khutla neng lebënkëlëng?	return	When will you arrive at the store?

C-6

A: U-tla ea neng [lebënkëlëng]?

B: Kë-tla ea motseare.

I'm going during the middle of the day.

C-7

A: U-ea kae?

B: Kë-ea lebënkëlëng.

A: U-tla-khutla neng?

B: Hă-kë-tsebe hantlê, fêêla
kë-tla phakisa.

I'm not sure, but I'll hurry.

C-8

A and B: Do C-3.

A: Öö, joalë u-tla khutla neng?

B: Kë-tla khutla [hosasa].

A: Öö, ke-hantlê. Tsamaea hantlê.

B: Sala hantlê.

C-1A: U-ëtsa'ng ka-[ferekô]?
B: Kẹ-ja ka-eôna.M-1

kölöi	Naa u-na le-kölöi?	car	Do you have a car?
tsoekere	Naa u-na le-tsoekere?	sugar	Do you have some sugar?
hêmpê	Naa u-na le-hêmpê?	shirt	Do you have a shirt?

M-2

kölöi	Hẹ-ke-na eôna.	car	I don't have one.
tsoekere	Hẹ-ke-na eôna.	sugar	I don't have any.
hêmpê	Hẹ-ke-na eôna.	shirt	I don't have one.

C-2A: Naa u-na le-[kölöi]?
B: Chêê, hẹ-ke-na eôna.
Or: Êê, kẹ-na eôna.M-3

rêka	Naa u-rêka koranta?	buy	Are you buying a newspaper?
khanna	Naa u-khanna Kölöi?	drive	Are you driving a car?
hlatsoa	Naa u-hlatsoa hêmpê?	wash	Are you washing a shirt?

M-4

rêka	Êê, kẹ-rêka eôna.	buy	Yes, I'm buying it.
khanna	Êê, kẹ-khanna eôna.	drive	Yes, I'm driving it.
hlatsoa	Êê, kẹ-hlatsoa eôna.	wash	Yes, I'm washing it.

C-3A: Naa u-hlatsoa [hêmpê] ea-hao?
B: Êê, kẹ-hlatsoa eôna.

C-4

A: Naa o-khanna kölöi ea-hao?

B: Ēë, o-khanna eôna.

M-5

koranta	Ke'ng? Naa ke-koranta?	newspaper	What is it? Is it a newspaper?
kölöi	Ke'ng? Naa ke-kölöi?	car	What is it? Is it a car?
hêmpê	Ke'ng? Naa ke-hêmpê?	shirt	What is it? Is it a shirt?

M-6

koranta	Ēë, ke-eôna.	newspaper	Yes, it is.
kölöi	Ēë, ke-eôna.	car	Yes, it is.
hêmpê	Ēë, ke-eôna.	shirt	Yes, it is.
sefofane	Ēë, ke-sôna.	airplane	Yes, it is.
lebese	Ēë, ke-lôna.	milk	Yes, it is.

M-7

kölöi	Hạ-se-eôna.	car	No, it isn't.
hêmpê	Hạ-se-eôna.	shirt	No, it isn't.
setôfo	Hạ-se-sôna.	stove	No, it isn't.
lebônê	Hạ-se-lôna.	candle, lamp	No, it isn't.

C-5

A: Ke'ng? Naa ke-[hêmpê]?

B: Ēë, ke-eôna.

Or: Chêê, hạ-se-eôna.

M-1

Certain of the nouns for close relatives (and thaka, age-grade companion) reduce the possessive when followed by a singular personal pronoun:

ngoan'a-ka (not ngoana oa-ka) my child
 ngoan'a-hao (not ngoana oa-hao) your child
 ngoan'a-hae (not ngoana oa-hae) his child

Either the full form or the reduced form may occur when the possessive is followed by a plural personal pronoun:

ngoan'a-rona or ngoana oa-rona our child
 ngoan'a-lona or ngoana oa-lona your child
 ngoan'a-bôna or ngoana oa-bôna their child

This reduction does not occur when the noun is plural: bana ba-ka, my children, bana ba-rona, our children.

ngoana	ngoan'a-ka	child	my child
mora	mor'a-ka	son	my son
thaka	thak'a-ka	companion	my companion (female companion of a girl, male companion of a boy)

* * * * *

ngoana	ngoan'a-hao	your child
mora	mor'a-hao	your son
thaka	thak'a-hao	your companion

* * * * *

ngoana	ngoan'a-hae	his child
mora	mor'a-hae	his son
thaka	thak'a-hae	his companion

C-1

A: U-ea [Masëru] le-mang?

B: Kë-ea le-[ngoan'a-ka].

M-2

A few other nouns for close relatives reduce the singular personal possessives even more drastically as follows:

ntatë (not ntatë oa-ka)

ntat'ao (ntatë oa-hao is used frequently, for reasons explained in the notes)

ntat'ae (not ntatë oa-hae)

The reduction in the plurals is less drastic (in fact it is like that in M-1):

ntat'a-rona our father

ntat'a-lona your father

ntat'a-bôna their father

The same kinds of reduction take place when the noun is in the plural:

bö=motsoala	my cousins	bö=motsoal'a-rona	our cousins
bö=motsoal'ao	your cousins	bö=motsoal'a-lona	your cousins
bö=motsoal'ae	his cousins	bö=motsoal'a-bôna	their cousins

ntatë	ntat'ae	my father	his father
mmê	mm'ae	my mother	his mother
motsoala	motsoal'ae	my cousin	his cousin

* * * * *

ntatë	ntat'ao	your father
mmê	mm'ao	your mother
motsoala	motsoal'ao	your cousin

* * * * *

ntatë	ntat'ae	his father
mmê	mm'ae	his mother
motsoala	motsoal'ae	his cousin

C-2

A: O-lula le-mang?

B: O-lula le-[ntat'ae].

C-3

A: [Mm'ae] o-kae?

B: [Mm'ae] oa-sëbëtsa.

C-4

A: [Thabô] o-lula kae?

B: O-lula Moshoeshoe II.

A: O-lula le-mang?

B: O-lula le-ntat'ae.

Or: Le-ntat'ae.

A: Mm'ae o-kae?

B: Mm'ae oa-sëbëtsa.

A: O-sëbëtsa kae?

B: O-sëbëtsa sepetlele. Ke-nêšê.

A: Öö.

C-5

A: [Mor'a-hao] lebitsô la-hae ke-mang? Your son, what's his name?

B: Ke-[Tankisô].

C-6

A: Naa u-na le-bana?

B: Èë.

A: Ke-bara kapa ke-barali?

Are they sons or daughters?

B: Ke-mora le-morali.

A: [Mor'a-hao] lebitsô la-hae ke-mang?

B: Ke-[Tankisô].

M-1

lula	K _g -batla ho-tseba hore naa u-lula kae.	live	I would like to know where you live.
ea	K _g -batla ho-tseba hore naa o-ea kae.	go	I would like to know where he is going.
tsoa	K _g -batla ho-tseba hore naa le-tsoa kae.	come from	I would like to know where you come from.

M-2

Moshoeshoe II	K _g -lula Moshoeshoe II.	Moshoeshoe II	I'm living at Moshoeshoe II. (a "location" in Maseru)
Mazenod	K _g -lula Mazenod.	Mazenod	I live in Mazenod.
Thaba=Bosiu	K _g -lula Thaba=Bosiu.	Thaba=Bosiu	I live in Thaba=Bosiu.

C-1

A:	K _g -batla ho-tseba hore naa u-lula kae.	
B:	K _g -lula [Moshoeshoe II].	
A:	U-lula le-mang?	
B:	K _g -lula le-batsoali ba-ka.	I live with my parents.

C-2

A:	K _g -batla ho-tseba hore naa u-lula kae?	
B:	K _g -lula Moshoeshoe II.	
A:	U-lula le-mang?	
B:	U-batla ho-tseba hore naa k _g -lula le-mang?	
A:	Ê, k _g -batla ho-tseba. K _g -hampe?	
B:	Ê-Ê, h _g -se-hampe. K _g -lula le-motsoallê oa-ka.	

M-3

sëbëtsa	Re-batla ho-tseba hore naa	work	We would like to know how
	Têllô o-sëbëtsa joang.		Tello is doing.
bina	Re-batla ho-tseba hore naa	sing	We would like to know how
	Linêô o-bina joang.		Lineo sings.

C-3

- A: Re-batla ho-tseba hore naa Têllô
o-sëbëtsa joang.
- B: Kae? Sekölöng?
- A: Ēē, sekölöng.
- B: Kę-utloa hore o-sëbëtsa hantlê.
- A: Kę-hantlê. kea-lëboha.

M-4

sëbëtsa	Têllô hą-a-sëbëtse hantlê	work	Tello is not doing well
	hobane hą-a-phêle hantlê.		because he is not well.
bina	Linêô hą-a-bine hantlê	sing	Lineo doesn't sing well
	hobane hą-a-ithute ho-bina.		because she doesn't
			practice.
ruta	Moithaopi hą-a-rute hantlê	teach	The volunteer doesn't teach
	hobane hą-a-tsebe Sesotho.		well because he doesn't
			know Sesotho.

C-4

- A: 'Ba-batla'ng?
- B: Ba-batla ho-tseba hore naa [Linêô]
o-bina joang.
- A: [Linêô] o-bina hampe.
- B: Ao! hą-a-bine hantlê?
- A: Chêê, hą-a-bine hantlê hobane
hą-a-ithute ho-bina hantlê.

M-5

ruta	K _g -batla ho-utloa hore naa o-ruta joang.	teach	I would like to hear how he teaches.
tants ^ǀ sa	K _g -batla ho-b ^ǀ ona hore naa T ^ǀ ankis ^ǀ o o-tants ^ǀ sa joang.	dance	He would like to see how Tankiso dances.

C-5

A: K_g-batla ho-utloa hore naa moithaopi
o-ruta joang.

B: H_a-a-rute hantlê hobane h_a-a-tsebe
Sesotho.

C-6

A: Tichêrê o-ruta joang?

B: K_g-utloa hore h_a-a-rute hantlê.

A: Ao! H_a-a-rute hantlê hobane'ng?

Or: Hobane'ng?

B: H_a-a-rute hantlê hobane h_a-a-tsebe Sesotho.

Or: Hobane h_a-a-tsebe Sesotho.

C-7

A: Naa u-tseba Thabô?

B: Eë, k_ga-mo-tseba.

A: Naa u-tseba hore o-ea Amërika?

B: Ao! O-tsamaea neng?

A: O-tsamaea hosasa.

B: O-il'ö ëtsa'ng.

A: O-il'ö sëbëtsa.

E-1

The following exercise will provide additional practice in joining two sentences to form an indirect question. Practice them as follows:

T: K_g-batla ho-tseba.

U-lula kae?

S: K_g-batla ho-tseba hore naa u-lula kae.

T: (Verification) K_g-batla ho-tseba hore naa u-lula kae.

Teacher

1. Kẹ-batla ho-tseba.
U-lula kae?
2. O-batla ho-tseba.
Têllô o-ea kae?
3. Kẹ-batla ho-tseba.
U-sëbëtsa joang?
4. Kẹ-batla ho-tseba.
U-tseba ho-phêha?
5. Kẹ-rata ho-tseba.
Le-tsoa kae?
6. Ba-rata ho-tseba.
Baithaopi ba-ithuta joang?
7. O-rata ho-bôna.
U-hlatsoa joang?
8. Kẹ-batla ho-bôna.
U-khanna joang?
9. Kẹ-batla ho-tseba.
Re-ja neng?
10. O-rata ho-tseba.
Naa u-tsuba koae?
11. O-rata ho-tseba.
Naa u-tsca Englane?
12. Kẹ-rata ho-tseba.
Naa o-sëbëtsa hantlê?
13. Kẹ-batla ho-tseba.
Naa ba-apera likobô Amërika?
14. Hẹ-ba-rate ho-bôna.
Re-bapala joang?
15. Hẹ-ba-rate ho-bôna.
Naa re-sëbëtsa hantlê.
16. Hẹ-ba-rate ho-bôna.
Re-ithuta kae?

Response

1. Kẹ-batla ho-tseba hore naa
u-lula kae?
2. O-batla ho-tseba hore naa Têllô
o-ea kae.
3. Kẹ-batla ho-tseba hore naa
u-sëbëtsa joang.

17. Ķa-botsa.

U-ea le-mang Lesotho?

18. Ķa-tseba.

U-ea le-mang Lesotho?

19. Ķa-tseba.

U-ea kae?

20. Ķa-botsa.

Le-ea kae?

Ķ-botsa hore naa u-ea le-mang Lesotho?

Ķ-tseba hore naa u-ea le-mang Lesotho?

M-1

ea	[Susan] o-ilë neng?	go	When did Susan go?
tsamaea	[Susan] o-tsamailë neng?	walk, go	When did Susan go?
tsoa	[Susan] o-tsoilë neng?	go out	When did Susan go outside?
tloha	[Susan] o-tlohilë neng?	leave	When did Susan leave?
fihla	[Susan] o-fihlilë neng?	arrive	When did Susan arrive?
khutla	[Susan] o-khutlilë neng?	return	When did Susan return?

M-2

ea	O-qêta ho-ea.	She just left.
tsamaea	O-qêta ho-tsamaea.	She just left.
tsoa	O-qêta ho-tsoa.	She just went out.
fihla	O-qêta ho-fihla.	She just arrived.

C-1

- A: [Susan] o-[tsamailë] neng?
 B: O-qêta ho-[tsamaea].

C-2

- T: [Susan] o-kae?
 S: O-tsamailë.
 T: O-ilë kae?
 S: Këa-khôloa o-ilë lebënkëlëng?
 T: O-ilë le-mang?
 S: Këa-khôloa o-ilë le-[mm'ae].

M-3

ea	Naa [Susan] o-ilë lebënkëlëng?	Did [Susan] go to the store?
fihla	Naa [Susan] o-fihlilë lebënkëlëng?	Did [Susan] arrive at the store?
tloha	Naa [Susan] o-tlohilë lebënkëlëng?	Did [Susan] depart from the store?
khutla	Naa [Susan] o-khutlilë lebënkëlëng?	Did [Susan] return from the store?
tsoa	Naa [Susan] o-tsoilë lebënkëlëng?	Did [Susan] go out of the store?

C-3

A: Naa [Susan] o-[khutlilë] [lebënkëlëng]?

B: Ēë, o-[khutlilë].

C-4

A: [Susan] o-khutlilë [k'hëfing].

B: O-rëkilë'ng?

What did she buy?

A: O-rëkilë [koae, lijô, le-parafine]. She bought [tobacco, food, and kerosene].

C-5

T: Naa [Susan] o-khutlilë lebënkëlëng?

S: Ēë, o-khutlilë.

T: O-kae? [Susan], u-rëkilë'ng?

Where is she? [Susan], what did you buy?

[Susan]: Kë-rëkilë [hëmpê].

T: U-rëkilë'ng hapê?

What else did you buy?

[Susan]: [Hä-keä-rêka lethô].

C-6

A: U-sëbëtsa kae?

B: Hä-ke-sëbëtse.

A: U-tsoilë mosëbëtsing?

Did you leave (your) job?

B: Ēë.

A: U-tsoilë neng mosëbëtsing?

B: Khalê.

Long ago.

A: Hobane'ng?

B: Kë-batla ho-ea sekölöng.

M-4

sëbëtsa	Naa u-qëtilë ho-sëbëtsa?	work	Have you finished working?
ja	Naa u-qëtilë ho-ja?	eat	Have you finished eating?
hlatsoa	Naa u-qëtilë ho-hlatsoa?	wash	Have you finished washing?
bapala	Naa u-qëtilë ho-bapala?	play	Have you finished playing?

C-7

A: Naa u-qëtilë ho-sëbëtsa?

B: Ēë, kë-qëtilë.

Or: Ê-ê, hä-keä-qêta.

M-1

rata	Naa u-rata tsoekere?	like	Do you like sugar?
tsuba	Naa u-tsuba koae?	smoke	Do you smoke tobacco?
khanna	Naa u-khanna kölöi?	drive	Do you drive a car?
hlatsoa	Naa u-hlatsoa hêmpê?	wash	Are you washing a shirt?

M-2

tsoekere	H ₃ -ke-e-rate.	sugar	I don't like it.
koae	H ₃ -ke-e-tsube.	tobacco	I don't smoke (it).
kölöi	H ₃ -ke-e-khanne.	car	I don't drive it.
hêmpê	H ₃ -ke-e-hlatsoe.	shirt	I'm not washing it.

M-3

tsoekere	Ēë, k ₃ ea-e-rata.	sugar	Yes, I like it.
koae	Ēë, k ₃ ea-e-tsuba.	tobacco	Yes, I smoke it.
kölöi	Ēë, k ₃ ea-e-khanna.	car	Yes, I'm driving it.
hêmpê	Ēë, k ₃ ea-e-hlatsoa.	shirt	Yes, I'm washing it.

C-1

A: Naa u-[rata tsoekere]?

B: Ēë k₃ea-e-[rata].

Or: Chêê, h₃-ke-e-[rate].

C-2

A: Naa u-tsuba koae?

B: Mang? Nna?

A: Ēë, uêna.

B: Chêê, h₃-ke-e-tsube.

Or: Ēë k₃ea-e-tsuba.

C-3

A: Naa-u-tseba ho-palama pêrê?

B: Chêê, h₃-ke-tsebe ho-e-palama.

A: U-tseba ho-khanna kölöi?

B: H₃-ke-tsebe ho-e-khanna.

A: U-tseba'ng fêêla?

B: H₃-ke-tsebe lethô.

M-4

thipa	E-tlisê kapele.	knife	Bring it quickly.
sesepa	Se-tlisê kapele.	soap	Bring it quickly.
kobô	E-tlisê kapele.	blanket	Ering it quickly.
lebôkôsê	Le-tlisê kapele.	box	Bring it quickly.
hamorê	E-tlisê kapele.	hammer	Bring it quickly.

C-4

- A: Kẹ-batla [hamorê]. [E]-tlisê kapele.
 B: (Doesn't hear well) U-re'ng?
 A: Kẹ-re: kẹ-batla [hamorê]. E-tlisê kapele.

M-5

k'habotheng	E-k'habotheng.	in the cupboard	It's in the cupboard.
tafolëng	E-tafoleëng.	on the table	It's on the table.
setulöng	E-setulöng.	on the chair	It's on the chair.

C-5

- A: Kẹ-batla [hamorê]. [E]-tlisê kapele.
 B: E-kae?
 A: E-[k'habotheng].

C-6

- A: Ak'u nkalimê [hamorê]. Please lend me [a hammer].
 B: Hẹ-ke-na eôna.
 A: Öö.

C-7

- A: Nka [hamorê], ke-ëna. Take the [hammer], here it is.
 B: E-kae?
 A: Ke-ëna.

C-8

A: Tlisa [thipa].

B: Ke-ëna.

A: E-fê [Bill].

M-6

Phiri	Tsamö'ö mo-bitsa.	Phiri	Go call him.
hamorê	Tsamö'ö e-lata.	hammer	Go fetch it.
setulô	Tsamö'ö se-lata.	chair	Go fetch it.
thipa	Tsamö'ö e-lata.	knife	Go fetch it.
letsoai	Tsamö'ö le-lata.	salt	Go fetch it.
Thabô	Tsamö'ö mo-bitsa.	Thabo	Go call him.

C-9

A: [Phiri] o-kae?

B: O-[dormêtering]?

A: Tsamö'ö mo-bitsa.

Or: Mo-bitsê.

C-10

A: [Kobô] [e]-kae?

B: [E]-[k'habothen]g].

It's in the cupboard.

A: Tsamö'ö[e]-lata.

Or: [E]-latê.

M-7

tsoekere	U-e-rata hobane'ng?	sugar	Why do you like it?
koae	U-e-tsuba hobane'ng?	tobacco	Why do you smoke (it)?

M-8

tsoekere	Ke-e-rata hobane e-monate.	sugar	I like it because it's sweet.
koae	Ke-e-tsuba hobane e-monate.	tobacco	I smoke it because it's pleasant.

C-11

A: K_ɛ-rata [tsoekere].

B: U-e-rata hobane'ng?

A: K_ɛ-e-rata hobane e-monate.

M-1

bohôbê	Bohôbê bo-ëtsoa ka'ng?	bread	With what is bread made?
joala	Joala bo-ëtsoa ka'ng?	beer	With what is beer made?

M-2

bohôbê	Bohôbê bo-ëtsoa ka-phofo.		Bread is made with flour.
joala	Joala bo-ëtsoa ka-mabêlê.		Beer is made with sorghum.

C-1

A: [Bohôbê] bo-ëtsoa ka'ng?

B: Ka-[phofo].

M-3

bôtôrô	Bôtôrô e-ëtsoa ka'ng?	butter	With what is butter made?
papa	Papa e-ëtsoa ka'ng?	porridge (solid)	With what is porridge made?
sôphô	Sôphô e-ëtsoa ka'ng?	soup	With what is soup made?

M-4

papa	Papa e-ëtsoa ka-phofo.		Porridge is made with corn flour.
sôphô	Sôphô e-ëtsoa ka-merôhê.		Soup is made with vegetables.

C-2

A: [Sôphô] e-ëtsoa ka'ng?

B: Ka-[merôhê].

M-5

bohôbê	Bohôbê bo-ëtsoa ka-phofo ea-körö kapa ea-pööne?	bread	Is bread made with wheat flour or corn flour?
papa	Papa e-ëtsoa ka-phofo ea-körö kapa ea-pööne?	porridge, (solid)	Is porridge made with wheat flour or corn flour?
motôhê	Motôhê o-ëtsoa ka-phofo ea-körö kapa ea-pööne?	sour porridge (liquid)	Is sour porridge made with wheat flour or corn flour?

C-3

A: [Motôhô] o-ëtsoa ka-phofo
ea-körö kapa ea-pööne?

B: Ea-pööne.

Or: O-ëtsoa ka-phofo ea-pööne.

M-6

setulô	Setulô se-ëtsoa ka-lifatê.	chair	A chair is made with wood.
selëi	Selëi se-ëtsoa ka-lifatê.	sledge	A sledge is made with wood.

C-4

A: [Setulô] se-ëtsoa ka'ng?

B: Ka-lifatê.

C-5

S: [Bohôbê] bö-ëtsoa joang? How is bread made?

T: []

M-1

apolê	Kê-isa apolê ëna ho-tichêrê.	apple	I'm taking this apple to the teacher.
buka	Kê-isa buka ëna ho-tichêrê.	book	I'm taking this book to the teacher.
khalase	Kê-isa khalase ëna ho-tichêrê.	glass	I'm taking this glass to the teacher.
* * * * *			
setsoantsô	Kê-isa setsoantsô sëna ho-tichêrê.	picture	I'm taking this picture to the teacher.
sejana	Kê-isa sejana sëna ho-tichêrê.	dish	I'm taking this dish to the teacher.
seêta	Kê-isa seêta sëna ho-tichêrê.	shoe	I'm taking this shoe to the teacher.
* * * * *			
lebese	Kê-isa lebese lëna ho-tichêrê.	milk	I'm taking this milk to the teacher.
lengôlô	Kê-isa lengôlô lëna ho-tichêrê.	letter	I'm taking this letter to the teacher.
lefiêlô	Kê-isa lefiêlô lëna ho-tichêrê.	broom	I'm taking this broom to the teacher.

C-1

A: U-ea kae?

B: Kê-isa [apolê ëna] ho-[tichêrê].

M-2

apolê	Kê-apolê ea-mang ëë?	apple	Whose apple is this?
setsoantsô	Kê-setsoantsô sa-mang sëë?	picture	Whose picture is this?
lengôlô	Kê-lengôlô la-mang lëë?	letter	Whose letter is this?
thipa	Kê-thipa ea-mang ëë?	knife	Whose knife is this?

C-2

- A: Ke-[apolê ea]-mang[ëë]?
 B: Ke-[apolê ea]-[tichêrê].
 Or: Ke-[ea]-[tichêrê].

C-3

- A: Ke-thipa ea-mang ëë?
 B: Ke-ea ka.
 A: Ak'u nkalimê côna.
 B: U-e-isa kae?
 A: Ke-il'ö ja lehapu. I'm going to eat a watermelon.
 B: E-nkê. Take it.
 A: Kea-lëboha.

M-3

pênê	Pênê ea-Thêkô e-kae?	pen	Where is Theko's pen?
buka	Buka ea-Thêkô e-kae?	book	Where is Theko's book?
khalase	Khalase ea-Thêkô e-kae?	glass	Where is Theko's glass?

C-4

- A: [Pênê ea]-Thêkô [e]-kae?
 B: Ke-ëna. Here it is.

M-4

apolê	Apolê ëna <u>ke</u> -ea-Thêkô.	apple	This apple is Theko's.
buka	Buka ëna <u>ke</u> -ea-Thêkô.	book	This book is Theko's.
khalase	Khalase ëna <u>ke</u> -ea-Thêkô.	glass	This glass is Theko's.

M-5

buka	Buka ëë <u>ke</u> -ea-mang?	This book is whose?
setšoantsô	Setšoantsô seë <u>ke</u> -sa-mang?	This picture is whose?
lengôlô	Lengôlô leë <u>ke</u> -la-ma.g?	This letter is whose?

C-2

A: Ke-[apolê ea]-mang[ëë]?

B: Ke-[apolê ea]-[tichêrê].

Or: Ke-[ea]-[tichêrê].

C-3

A: Ke-thipa ea-mang ëë?

B: Ke-ea ka.

A: Ak'u nkalimê eôna.

B: U-e-isa kae?

A: Ke-il'ö ja lehapu.

I'm going to eat a watermelon.

B: E-nkê.

Take it.

A: Ke-lêboha.

M-3

pênê	Pênê ea-Thêkô e-kae?	pen	Where is Theko's pen?
buka	Buka ea-Thêkô e-kae?	book	Where is Theko's book?
khalase	Khalase ea-Thêkô e-kae?	glass	Where is Theko's glass?

C-4

A: [Pênê ea]-Thêkô[e]-kae?

B: Ke-ëna.

Here it is.

M-4

apolê	Apolê ëna <u>ke</u> -ea-Thêkô.	apple	This apple is Theko's.
buka	Buka ëna <u>ke</u> -ea-Thêkô.	book	This book is Theko's.
khalase	Khalase ëna <u>ke</u> -ea-Thêkô.	glass	This glass is Theko's.

M-5

buka	Buka eë <u>ke</u> -ea-mang?	This book is whose?
setšoantsô	Setšoantsô seë <u>ke</u> -sa-mang?	This picture is whose?
lengôlô	Lengôlô leë <u>ke</u> -la-mang?	This letter is whose?

C-5

A: [Buka ëë] ke-[ea]-mang?

B: [Buka. ëna] ke-[ea]-[Thêkô].

C-6

A: Ke-setsoantsô sa-mang sêë?

Who does this picture belong to?

B: Se-kae?

A: Ke-sêna.

B: Hâ-ke-tsebe. Kea-khôloa
ke-sa-Phiri.

C-7

A: Ke-setsoantsô sa-mang sêë?

Who is this picture of?

B: Ke-sa-[tichêrê ea-ka].

It's (a picture) of my teacher.

Use picture number 4 for the following:

Mōna ke-lithaba tsa-Lesotho.

Ho-na le-lehloa holima lithaba.

Tlase lithaba ho-na le-matlo.

Pela matlo ho-na le-lesaka.

Ke-lesaka la-likhōmo.

Likhōmo li-tēng ka-sakēng.

Li-ēme ka-hara lesaka.

Motho o-ēme kantlê pela ntlo.

Ke-khōloa hore ke-molisana oa-tsōna.

Here are the mountains of Lesotho.

There is snow on the mountains.

Below the mountains there are houses.

Near the houses there is a kraal.

It's a cattle kraal.

There are cattle in the kraal.

They are standing in the kraal.

A person is standing outside near the house.

I think that he's their (the cattle's) herdboys.

Likhōmo ke-liphōfōlō tsa-bohlōkoa

Lesotho. Basotho ba-li-rata haholo.

Ba-lemā ka-tsōna.

Ba-thotha ka-tsōna.

Ba-ja lebase la-tsōna.

Baa-li-baballa.

Hosēng molisana o-li-isa nahēng.

Li-fula letsatsi lohlē.

Mantsiboea li-ea haē.

Bosiu li-rōbala ka-sakēng.

Cows are important animals in Lesotho.

The Basotho like them very much.

They plough with them.

They "carry home the harvest" with them.

They drink their milk.

They take care of them.

In the morning a herdboys takes them to to the country. They graze all day.

In the evening they go home.

At night they sleep in the kraal.

Q-1

T: U-bōna'ng mōō?

S₁: Ke-bōna lithaba.

S₂: Ke-bōna matlo.

S₃: Ke-bōna motho.

S₄: Ke-bōna likhōmo.

S₅: Ke-bōna lesaka.

Q-2

T: Ho-na le'ng holima lithaba?

What is there on the mountains?

S: Holima lithaba ho-na le-lenloa.

On the mountains there is snow.

Q-3

T: Ak'u balê matlo ana.

Please count these houses.

S: Nngoe, pëli, tharo, nnê, hlaho.

Q-4

T: Motho o-ëme kae?

S: O-ëme kantlê, pela ntlo.

Or: Kantlê, pela ntlo.

T: Ke-mang? Naa ua-mo-tseba?

S: Ha-ke-mo-tsebe, fêêla ke-khôloa hore
ke-molisana.

Q-5

T: Molisana o-lisa'ng?

What does the boy herd?

S: Ke-khôloa hore o-lisa likhomo.

T: Li-kae?

Where are they?

S: Li-ka-sakeng.

Or: Li-ka-hara lesaka.

Q-6

T: Naa likhomo ke-liphôôfôlô tsa-bohlôkoa
Lesotho?

S: Eë.

T: Naa Basotho ba-li-rata haholo kapa
ha-ba-li-rate haholo?

S: Ba-li-rata haholo.

T: Ba-ëtisa'ng ka-tsôna?

What do they do with them?

S₁: Ba-lema ka-tsôna.

S₂: Ba-thotha ka-tsôna.

S₃: Ba-ja lebese la-tsôna.

Q-7

T: Naa molisana o-li-isa nahëng?

S: Eë.

T: O-li-isa nahëng hosëng kapa mantsiboea?

S: O-li-isa hosëng.

T: Li-ea haë neng?

S: Li-ea haë mantsiboea.

Q-8

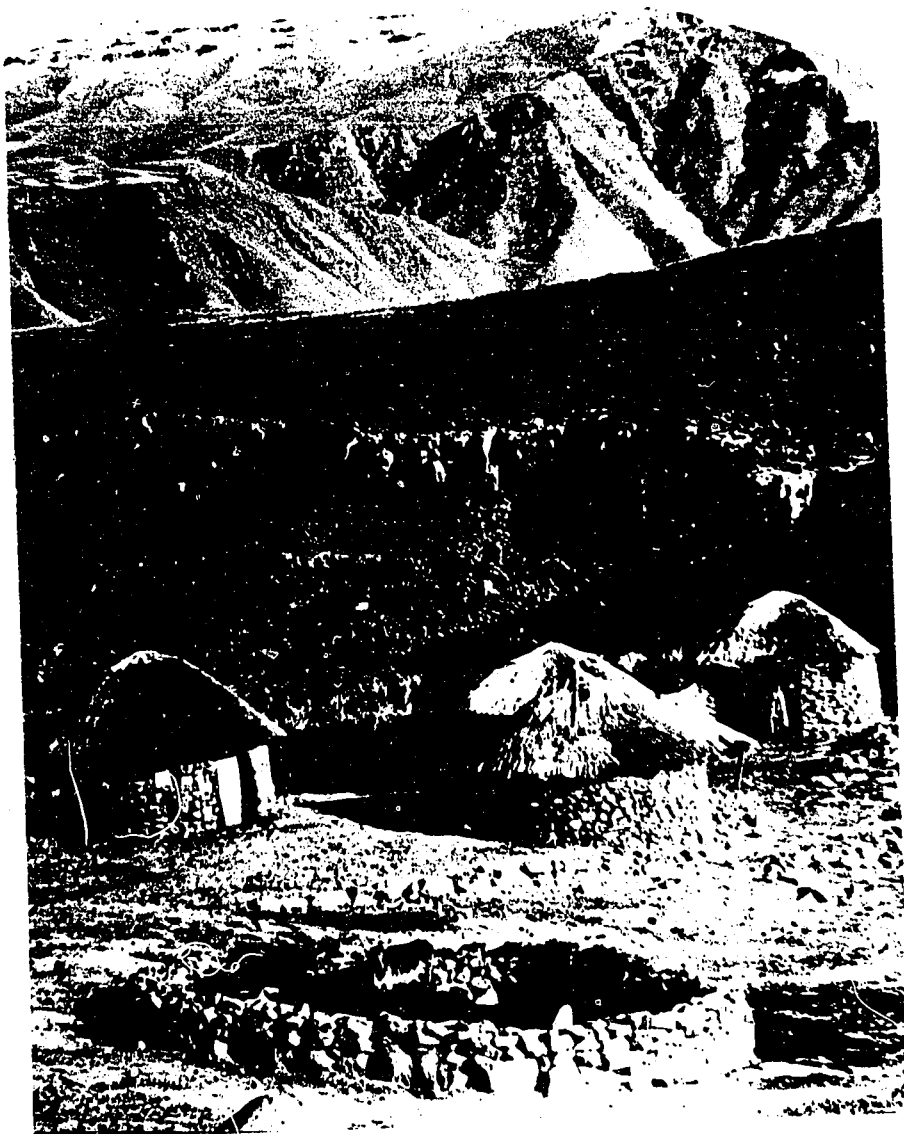
T: Bosiu likhōmo li-rôbala kae?

S: Li-rôbala ka-sakëng.

T: Motšeare li-fula kae?

S: Li-fula nahëng.

Or: Motšeare li-fula nahëng.



M-1

matloana	Matloana a-hokae?	little houses	In what place are the "little houses"?
lebênkêlê	Lebênkêlê le-hokae?	store	In what place is the store?
kêrêkê	Kêrêkê e-hokae?	church	In what place is the church?
mmaraka	Mmaraka o-hokae?	market	In what place is the market?

M-2

böntša	Kê-tla u-böntša.	show	I'll show you.
isa	Kê-tla u-isa	take	I'll take you.

C-1

A: [Matloana a]-hokae?

B: Ha-rê-eê. Kê-tla u-[böntša]. Let's go. I'll show you.

C-2

A: Kêrêkê e-hokae?

B: U-batla ho-ea kërêkëng?

A: Eë.

B: Ho-lokilë, kê-tla ea le-uêna ka-Söntaha.

C-3

A: Lebênkêlê le-hokae?

B: U-le-isa kae? What do you want the store for (idiom)?

A: Kê-batla ho-rêka [koae].

B: Êma hannyané, kê-tla u-isa. Wait a little. I will take you.

A: Le-holê? Is it (the store) far?

Or: Kê-holê? Or: Is it (the distance) far?

B: Ha-se-holê haholo. Re-tla fihla It is not far. We will arrive quickly.
kapele.

C-4

A: U-ea kae?

B: K_ę-ea mmarak_ęng.

A: K_ę-hokae mmarak_ęng? K_ę-batla ho-ea
le-u_ęna.

B: Ho-lokil_ę, ha-r_ę-e_ę. Ha-se-hol_ę.

C-5

A: [P_ęntš_ęl_ę] e-kae?

Where is a [pencil]?

B: E-t_ęng [tafol_ęng].

It is [on the table].

A: (Goes to table; does not see it)

E-hokae?

In what place is it?

B: E-ka-tlasa [buka].

It is under the [book].

A: (Finds it) Öö, k_ę-_ęna.

Use pictures 2 and 4 with the following.

M-1

majoê	Ntlo ëna e-hahiloë ka-majoê.	stones	This house is built with stone.
setene	Ntlo ëna e-hahiloë ka-setene.	brick, block	This house is built with brick.
makôtê	Ntlo ëna e-hahiloë ka-makôtê.	earth	This house is built with earth.

C-1

- A: Ntlo ëë e-hahilöe ka'ng? What is this house made of?
 B: Ntlo ëna e-hahilöe ka-[majoê]. This house is made of [stone].

C-2

- T: Ntlo ea-hao e-hahilöe ka'ng?
 S: Ntlo ea-ka e-hahilöe ka-[setene].
 Or: E-hahilöe ka-[setene].

C-3

- T: Lesaka löë le-hahiloë ka'ng? What is this kraal made of?
 S: Le-hahiloë ka-majoê.

M-2

majoê	Majoê a-sëbëlisoa ho-haha.	stones	Stones are used for building.
setene	Setene se-sëbëlisoa ho-haha.	brick	Brick is used for building.
makôtê	Makôtê a-sëbëlisoa ho-haha.	earth	Earth is used for building.

C-4

- T: [Setene] se-sëbëlisoa ho-ëtsa'ng?
 S: Se-sëbëlisoa ho-haha.
 Or: Ho-haha.

M-3

leloala	Leloala le-sëbëlisoa ho-sila.	mill, mill- stone	A mill is used for ginding.
tšilô	Tšilô e-sëbëlisoa ho-sila.	grinding stone	A grinding stone is used for grinding.

C-5

T: [Leloala] le-sëbëlisoa ho-ëtsa'ng?

S: Ho-sila.

M-4

sethêbê	Sethêbê se-sëbëlisoa ho-tšêla phofo.	mat	A mat is used to contain flour.
sekôtlôlô	Sekôtlôlô se-sëbëlisoa ho-tšêla phofo.	basin	A basin is used to contain flour.
sejana	Sejana se-sëbëlisoa ho-tšêla phofo.	dish	A dish is used to contain flour.

C-6

T: [Sethêbê] se-sëbëlisoa ho-ëtsa'ng?

S: Ho-tšêla phofo.

C-7

Use picture 2 for the following:

T: Mōō kobô e-sëbëlisoa ho-ëtsa'ng?

S: E-sëbëlisoa ho-tlama ngoana.

What is a blanket used for here?

It is used to tie a baby on the back.

M-5

John	John o-tla nyala neng?	John	When will John marry?
Susan	Susan o-tla nyaloa neng?	Susan	When will Susan get married?
Ann	Ann o-tla nyaloa neng?	Ann	When will Ann get married?
Bill	Bill o-tla nyala neng?	Bill	When will Bill marry?

C-8

A: [John] o-tla nyala neng?

B: Ka-mosô.

Sometime (in the future).

A: [Susan] eêna o-tla nyaloa neng?

B: Le-eêna o-tla nyaloa ka-mosô.

C-9

[Ann]: [Bill], u-tla nyala neng?

[Bill]: Ka-mosô. Uêna u-tla nyaloa neng?

[Ann]: Ha-ke-batle ho-nyaloa.

M-1

lefiêlô	U-le-isa kae?	broom	What are you going to do with it?
setulô	U-se-isa kae?	chair	What are you going to do with it?
pêê	U-e-isa kae?	pen	What are you going to do with it?
molamu	U-o-isa kae?	stick	What are you going to do with it?
mollô	U-o-isa kae?	match	What are you going to do with it?

C-1

A: Mphê [lefiêlô].

Give me a [broom].

B: U-[le]-isa kae?

What are you going to do with [it].

A: Kê-batla ho-[fiêla].

I want to [sweep].

M-2

lehe	U-le-isa kae?	egg	What are you going to do with it?
rëisi	U-e-isa kae?	rice	What are you going to do with it?
teë	U-e-isa kae?	tea	What are you going to do with it?
sejana	U-se-isa kae?	dish	What are you going to do with it?
mose	U-o-isa kae?	dress	What are you going to do with it?

C-2

A: Mphê [lehe].

B: U-[le]-isa kae?

A: Kê-il'ô [le]-[phêha].

C-3

A: Kẹ-batla [mookamëli]

I'm looking for the director.

B: U-mo-isa kae?

What do you want with him?

A: Kẹ-batla [ho-mo-fa buka ëna].

C-4

A: U-batla'ng?

B: [Setulô].

A: U-se-isa kae?

B: Kẹ-batla ho-[lula].

M-3

ho-uêna	Naa chêlêlê e-têng ho-uêna?	with you	Do you have any money with you? (lit: Money it-is- present with-you?)
ho-eêna	Naa chêlêlê e-têng ho-eêna?	with him	Does he have any money with him?
ho-lona	Naa chêlêlê e-têng ho-lona?	you (pl)	Do you have any money with you?
ho-bôna	Naa chêlêlê e-têng ho-bôna?	with them	Do they have any money with them?

C-5

A: Naa chêlêlê e-têng ho-uêna?

B: U-e-isa kae?

A: Kẹ-batla ho-rêka lipömpöng.

B: Lipömpöng u-li-isa kae?

A: Kẹ-il'ö li-fa bana.

B: Nka. Kẹ-ëna.

A: Kẹa-lëboha.

M-4

möö?	Naa pênê e-têng ho-uêna möö?	here?	Do you have a pen with you here?
möna	Pênê e-têng ho-uêna möna.	here	You have a pen with you here.

C-6

A: Naa pêñê e-tëng ho-uêna möö?

Do you have a pen with you here?

B: Êë, e-tëng.

A: Ak'u nkalimê eôna.

B: U-e-isa kae?

A: Kê-batla ho-ngôla lengôlô.

B: Nka. Kê-ëna.

C-7

A: Kê-batla ho-~~ts~~uba, fêêla

hâ-kê-na koae.

B: Koae e-tëng ho-nna möna.

I have tobacco with me here.

A: Naa le-mollô o-tëng ho-uêna?

Do you have a match?

B: Êë, o-tëng.

Yes, I have (lit: It is present).

C-8

A: Naa buka ea-ka e-ho-uêna?

Do you have my book with you?

B: Buka efe?

Which book?

A: Ea-Sesotho.

The Sesotho one (lit: of Sesotho).

B: Ê-ê, hâ-e-ho-nna.

No, I don't have it with me.

A: E-ho-mang?

Who has it?

B: Hâ-kê-tsebe hore naa e-ho-mang.

I don't know who has it.

C-1

Thabô: (Walking with Thêbê meets Phiri) Lumêla Phiri.

Phiri: Êë, lumêla Thabô.

Thabô: U-phela joang?

Phiri: Kêa-phela, uêna u-phela joang?

Thabô: Kêa-phela le-nna. Naa u-tseba Me too, I'm fine. Do you know my
motsoallê oa-ka Thêbê? friend Thebe?

Phiri: Ê-ê, hâ-kê-mo-tsebe.

Thabô: Kê-Thêbê Molefi. He is Thebe Molefi.

Phiri: Kêa-lêboha. (Phiri and Thêbê
shake hand). Nna lebitsô
la-ka kê-Phiri Nkau.

Thêbê: Kêa-lêboha. Kê-thabêla ho-u- Thanks. I'm pleased to know
tseba. U-ahilê kae joalê? you. Where do you live (lit:
have built?)

Phiri: Kê-ahile Pêka koana. I live over in Peka.

Thêbê: Ôö, kê-hantlê. Nna kê-ahile
koana Mafetêng.

Phiri: Kê-hantlê. Kêa-lêboha.

C-2

Moëti: (Walking with a volunteer meets
Tselisô Mohapi). Lumêla
Mr. Mohapi.

Mohapi: Lumêla Mr. Moëti.

Moëti: U-kae?

Mohapi: Kê-têng, uêna u-kae?

Moëti: Kê-têng. Tseba motsoallê enoa I'm okay. Meet (lit: know) my friend.
oa-ka.

Mohapi: Êë.

Moëti: Kê-Mr. [Smith]. O-tsoa Amërika; kê-moithaopi.

Mohapi: Kêa-leböha.

Moëti: Mr. [Smith], ënoa kê-Mr. Mohapi. Mr. [Smith], this is Mr. Mohapi.
([Smith] and Mohapi shake hands.)

Mohapi: U-fihlilë neng Lesotho mōō
Mr. [Smith]?

[Smith]: Kẹ-fihlilë khalê, ka-Tṣitoë.

Mohapi: Efêla kẹ-khalê. Ho-joang,
naa ua-rata Lesotho mōō?

[Smith]: Ėë, kẹa-rata.

Mohapi: Kẹ-hantlê.

Mohapi: (To Moeti) joalë le-ea kae?

Moëti: Re-ea mmarakeng.

Mohapi: Kẹ-hantlê. Kẹ-tla le-bôna hapê.

Moëti: Ho-lokilë.

When did you arrive here in Lesotho,
Mr. [Smith].

I arrived a long time ago, in December.

Really it is long ago. How is it, do
you like it here in Lesotho?

M-1

u-thusa	[John] o-tla u-thusa.	help you	[John] will help you.
u-chakêla	[John] o-tla u-chakêla.	visit you	[John] will visit you.
u-tšêha	[John] o-tla u-tšêha.	laugh at you	[John] will laugh at you.
u-thabisa	[John] o-tla u-thabisa.	amuse, enter- tain you	[John] will amuse you.

* * * * *

nthusa	[John] o-tla nthusa?	help me	[John] will help me?
nchakêla	[John] o-tla nchakêla?	visit me	[John] will visit me?
ntsêha	[John] o-tla ntsêha?	laugh at me	[John] will laugh at me?
nthabisa	[John] o-tla nthabisa?	amuse me	[John] will amuse me?

C-1

A: [Susan], [John] o-tla u-[thusa].

[Susan]: [John] o-tla [nthusa]?

A: Èë, o-tla u-[thusa].

M-2

nthusa	U-tla nthusa neng?	help me	When will you help me?
nchakêla	U-tla nchakêla neng?	visit me	When will you visit me?

C-2

A: U-tla [nthusa] neng?

B: Kẹ-tla u-[thusa] [ka-Sontaha].

C-3

A: U-tla nchakêla neng?

B: Kẹ-tla tla [ka-Sontaha]

I will come [on Sunday].

A: U-tla fihla ka-nakô efe?

What time will you arrive?

B: Kẹ-tla leka ho-fihla [ka-12:00].

I will try to arrive [at 12:00].

A: Ho-lokilë.

C-4

A: Ak'u nkalimê pêrê.

B: U-e-isa kae?

What do you want to do with it?

A: Kê-batla ho-ithuta ho-palama.

B: Hâ-kê-na pêrê. Kalima ea-Phiri.

I don't have a horse. Borrow Phiri's.

A: Naa o-tla nkalima?

Will he lend (it) to me?

B: Ēē, o-tla u-kalima.

Yes, he will lend (it) to you.

C-5

A: Naa u-tla nthusa ho-hlatsoa lijana?

B: Hôna joalē hâ-kê-na nakô.

Right now I don't have time.

A: Ōō, u-tla fumana nakô neng?

When will you find time?

B: Kêa-khōloa kê-tla e-fumana motšoare. I think I'll find it during the day.

A: Ōō, joalē u-tla tseba ho-nthusa
motšoare?

Oh, then you will be able to help me
during the day?

B: Ēē, kê-khōloa hore kê-tla tseba
ho-u-thusa.

Yes, I think I'll be able to help you.

A: Kê-tla lēboha haholo.

C-6

A & B GREETING EXCHANGE

A: Naa ua-ntseba?

B: Ēē, kê-u-tseba, fêêla hâ-kê-tsebe
lebitsô la-hao. Uêna naa ua-ntseba?

A: Ēē, nna kê-u-tseba hantlê. U-[Thabô]. Yes, I know you well. You are [Thabo].
Hâ-u-eêna? Aren't you (him)?

B: Efêla ua-ntseba. Kê-eêna. Uêna, Indeed you know me. I'm him (Thabo).
hana lebitsô la-hao u-mang? I the way, what's your name (again)?

A: Nna lebitsô la-ka kê-[Bill].

B: Ōō, kê-le-hopola joalē.

Oh, I remember it now.

C-1

T: Naa u-tseba ho-bala ka-Sesotho?

S: Ho-bala buka kapa eng?

To read books or what?

T: Ho-bala lipalô.

To count numbers.

S: E-seng hantlê.

Not very well.

T: Ak'u balê ho-fihla ho-leshomê.

Please count up to ten.

S: (Using the fingers)

Nngoe, pëli, tharo, nnê, hlano, tšelêla,

supa, robëli, robong, leshomê.

E-1

Listen to the following phrases and indicate with your fingers (in Sesotho fashion) the number of people involved.

<u>Teacher</u>	<u>Response</u>
batho ba-babëli	2
baithaopi ba-bararo	3
baokamëli ba-banê	4
banna ba-bahlano	5
basali baa-supilëng	7
bahlankana baa-robong	9
Basotho baa-leshomê	10
barutuo baa-robëli	8
batho ba-babëli	2
barutuo baa-robëli	8
batho ba-babëli	2
barali baa-tšelëtseng	6
banna ba-bahlano	5
baokamëli ba-banê	4
baithaopi ba-bararo	3
barali baa-tšelëtseng	6
basali baa-supilëng	7
barutuo baa-robëli	8
bahlankana baa-robong	9
Basotho baa-leshomê	10

E-2

Listen to the following phrases and indicate with your fingers the number of objects described.

<u>Teacher</u>	<u>Response</u>
linku tsë-pëli	2
libuka tsë-tharo	3
litichêrê tsë-nnê	4
litôrôpô tsë-hlano	5
libëkë tsëë-supilëng	7
likhoëli tsëë-robëli	8
libôlô tsëë-robong	9
likatse tsëë-leshomê	10
likatiba tsëë-tšëlëtseng	6
linku tsë-pëli	2
likhoëli tsëë-robëli	8
linku tsë-pëli	2
likhoëli tsëë-robëli	8
libôlô tsëë-robong	9
likatse tsëë-leshomê	10
litichêrê tsë-nnê	4
litôrôpô tsë-hlano	5
likatiba tsëë-tšëlëtseng	6
libuka tsë-tharo	3

E-3

Listen to the following sentences and indicate with your fingers the number of people involved.

<u>Teacher</u>	<u>Response</u>
Kë-bôna baithaopi ba-bararo.	3
Kë-batla bahlankana ba-bahlano.	5
Kë-ruta baithaopi baa-supilëng.	7
Kë-thusa batho baa-robëli.	8
Kë-tseba basali ba-babëli.	2
Kë-thusa batho baa-robëli.	8
Kë-rata bana baa-robong.	9

Kɛ-bitsa bana baa-leshomê.	10
Kɛ-tseba basali ba-babêli.	2
Kɛ-botsa banna ba-banê.	4
Kɛ-rata baroëtsana baa-tšelëtseng.	6
Kɛ-ruta baithaopi baa-supilëng.	7
Kɛ-bitsa bana baa-leshomê.	10
Kɛ-rata bana baa-robong.	9
Kɛ-botsa banna ba-banê.	4
Kɛ-batla bahlankana ba-bahlano.	5
Kɛ-rata baroëtsana baa-tšelëtseng.	6
Kɛ-bôna baithaopi ba-bararo.	3

Repeat this exercise, responding this time with an English translation of the noun phrase:

T: Kɛ-bôna baithaopi ba-bararo.

S: Three volunteers.

E-4

Listen to the following sentences and indicate with your fingers the number of objects involved.

<u>Teacher</u>	<u>Response</u>
Re-na le-litichêrê tsë-nnê.	4
Re-na le-likatiba tsëë-tšelëtseng.	6
O-na le-liapolê tsëë-robêli.	8
O-na le-litja tsë-pêli.	2
Ba-na le-likhomo tsëë-robong.	9
Ba-na le-linku tsëë-leshomê.	10
Kɛ-na le-likölöi tsë-tharo.	3
Kɛ-na le-libuka tsë-hlano.	5
Ba-na le-lipêrê tsëë-supilëng.	7
Ba-na le-linku tsëë-leshomê.	10
Ba-na le-likhomo tsëë-robong.	9
O-na le-liapolê tsëë-robêli.	8
Ba-na le-lipêrê tsëë-supilëng.	7
Kɛ-na le-likölöi tsë-tharo.	3
Re-na le-litichêrê tsë-nnê.	4
Kɛ-na le-libuka tsë-hlano.	5
Re-na le-likatiba tsëë-tšelëtseng.	6

Repeat this exercise, responding this time with an English translation of the noun phrase:

T: Re-na le-litichêrê tsë-nnê.

S: Four teachers.

E-5

The numbers from 12 to 17 are as follows:

leshomê lëë-metso e-mmêli	12
leshomê lëë-metso e-meraro	13
leshomê lëë-metso e-menê	14
lesnomê lëë-metso e-mehlano	15
leshomê lëë-metso e-tšëlëtseng	16
leshomê lëë-metso e-supilëng	17

Practice identifying the numbers 12 to 17, giving a verbal response in English.

<u>Teacher</u>	<u>Response</u>
leshomê lëë-metso e-mehlano	15
leshomê lëë-metso e-meraro	13
[] []

M-1

thusa	nthusa	help	help me
chakêla	nchakêla	visit	visit me
tšêha	ntšêha	laugh at	laugh at me
thabisa	nthabisa	amuse	amuse me
tseba	ntseba	know	know me

* * * * *

kalima	nkalima	lend	lend me
kopa	nkopa	ask, beg	ask me

C-1

A: [Susan], [John] o-u-kopa [Susan], [John] is asking you to
ho-mo-thusa. help him.

[Susan]: O-nkopa ho-mo-thusa ka'ng? He is asking me to help him with what?

A: Ho-mo-thusa ho-[hlatsoa lijana].

M-2

ruta	nthuta	teach	teach me
rata	nthata	love	love me
raha	nthaha	kick	kick me
roma	nthoma	send	send me

C-2

A: [Susan], [Thabô] o-tla u-ruta
[ho-palama].

[Susan]: O-tla nthuta ho-palama neng?

A: Hosasa.

C-3

A: Pêrê ëna e-tla u-raha. This horse will kick you.

B: E-tla nthaha? Will he kick me?

A: Eë, ea-raha. Yes, he kicks.

B: Öö! Hå-ke-batle ho-e-palama hêê. Oh, I don't want to ride him then.

C-4

A: Ke-batla ho-u-roma hōna joalē.

I want to send you right away.

B: U-batla ho-nthoma kae?

Where do you want to send me?

A: [Lebēnkēlēng].

B: Ōō, ho-lokilē.

M-3

lata	ntata	fetch	fetch me
lefa	ntefa	pay	pay me
loma	ntoma	bite	bite me
lula	ntula	sit	sit on me
leka	nteka	try	tempt me

C-5

A: Ke-tla u-isa [ngakēng] ka-kōlōi.

I'll take you to the doctor's place
by car.

[Bill] o-tla u-lata.

[Bill] will fetch you.

B: O-tla ntata neng?

When will he fetch me?

A: [Motšeare].

[In the afternoon].

Or: Ka-[1:00].

Or: At[1:00].

C-6

A: Ak'u nthusê ho-fiêla ntlo êna.

Help me to sweep this house.

Ke-tla u-lefa.

I'll pay you.

B: U-tla ntefa neng?

When will you pay me?

A: Hosasa.

M-4

shapa	nchapa	beat, whip	beat me
shêba	nchêba	watch	watch me

C-7

A: [Susan], [John] o-u-shēbilē.

[Susan]: O-nchēbilē?

A: Èē.

[Susan]: O-nchêba kamehla. Kea-bōna
oa-nthata.

M-1

tla	E-re a-tlê lapëng.	come	Say that he should come home.
sala	E-re a-salê lapëng.	stay	Say that he should stay home.
ea	E-re a-eê lapëng.	go	Say that he should go home.

M-2

Linêô	Linêô o-ha-Mphô.	Dineo	Dineo is at Mpho's.
John	John o-ha-tichêrê.	John	John is at the teacher's (place).

C-1

[Mmê]: [Lincô] o-kac?

A: O-ha-[Mphô].

[Mmê]: E-re a-[tlê] [lapëng].

M-3

tla	Ho-thoe u-tlê lapëng.	come	It is said: you should come home.
sala	Ho-thoe u-salê lapëng.	stay	It is said: you should stay home.
ea	Ho-thoe u-eê lapëng.	go	It is said: you should go home.

* * * * *

phakisa	Ho-thoe u-phakisê.	hurry	It is said: you should hurry.
khutla	Ho-thoe u-khutlê.	return	It is said: you should return.

C-2

A: Ho-thoe u-eê lapëng.

B: Ke-mang?

A: Ke-mmê.

B: Kea-tla.

A: Ho-thoe u-phakisê.

C-3

A: Ho-thoe re-balê buka ëna.

B: Buka efe?

A: Ëna ea-Sesotho.

B: Ke-mang?

A: Ke-tichêrê.

C-4

T: (to Bill) [John] o-ea kae?

Bill: O-ea haë.

T: O-il'ö ëtsa'ng?

Bill: O-il'ö lata pênê ea-hae.

T: E-re a-khutlê, kẹ-tla mo-kalima
pênê.

* * * * *

Bill: [John], ho-thoe u-khutlê.

[John] Kẹ-tla ngôla ka'ng?

Bill: Tichêrê o-re o-tla u-kalima
pênê.

The teacher says: he will loan you a
pen.

C-5

A: Ho-thoe re-aparê likobô.

B: Hobane'ng?

A: Hobane Basotho baa li-apara.

B: Empa hẹ-ho-bate.

But it isn't cold.

A: Ëë hẹ-ho-bate fêêla ho-thoe
re-li-aparê.

Yes, it isn't cold, but it is said that
we should wear them.

B: Ke-mang?

A: Ke-mookamêli.

B: Nna hẹ-ke-na kobô.

A: U-tla bolêlla mookamêli hore
hẹ-u-na eôna.

You will tell the director that you
don't have one.

C-6

A: Ho-thoe rea-tsamaea hosasa.

B: Re-ea kae?

A: Re-ca Lesotho.

B: Ke-hantlê. Ho-thoe re-tsamaea
ka-nakô efe?

Okay. It is said: we are going at
what time?

A: Ho-thoe re-tla tloha möna
ka-8:00 mantsiboea.

C-7

A: Ho-thoe re-eö ja.

It is said: we should go eat.

B: Li jô li-lokilë?

A: Eë, ho-thoe li-lokilë,
re-phakisê.

It is said: the food is ready, we
should hurry.

B: Ha-re-eê.

M-1

tla	U-tla ëtsa'ng?	come; will	What will you do? (future tense)
tsoa	U-tsoa ëtsa'ng?	come from	What do you come from doing?
leka	U-leka ho-ëtsa'ng?	try	What are you trying to do?
qêta	U-qêta ho-ëtsa'ng?	finish	What have you just done?

C-1

- A: Naa u-tsoa pösöng?
 B: Êë.
 A: U-tsoa ëtsa'ng? What do you come from doing?
 B: Kê-tsoa pôsa mangôlô. I come from posting letters.

M-2

rêka	Kê-tsoa rêka.	buy	I come from buying.
bapala	Kê-tsoa bapala.	play	I come from playing.
ja	Kê-tsoa ja.	eat	I come from eating.

C-2

- A: U-tsoa kae?
 B: Kê-tsoa [k'hëfing].
 A: U-tsoa rêka'ng?
 B: Kê-tsoa rêka ['soekere].

C-3

- A: U-tsoa kae?
 B: Kê-tsoa lebaleng. I come from the playground.
 A: U-tsoa ëtsa'ng lebaleng? What do you come from doing at the
 playground?
 B: Kê-tsoa bapala.

M-3

fihla	O-qêta ho-fihla hôna joalë.	arrive	He just arrived right now. (lit: He is finishing arriving right now.)
tsamaea	O-qêta ho-tsamaea hôna joalë.	go, walk	He just left right now.
tsoa	O-qêta ho-tsoa hôna joalë.	come from, go out	He just went out right now
ja	O-qêta ho-ja hôna joalë.	eat	He just ate right now.

C-4

- A: Naa [Thabô] o-khutlilë [lebënkëlëng]? Has [Thabo] returned [from the store]?
 B: Eë.
 A: O-fihlilë neng?
 B: O-qêta ho-fihla hôna joalë. He just arrived right now.

C-5

- A: [Bili] o-kae?
 B: Ha-a-eô.
 A: O-ilë kae?
 B: O-ilë [Warner Springs].
 A: O-ilë neng?
 B: O-qêta ho-tsamaea hôna joalë.

C-6

- A: Naa lijô li-lokilë? Nna kẹ-lapilë.
 B: Eë, li-lokilë.
 A: Ha-re-eö ja.
 B: Nna kẹ-jelë. Me, I have eaten.
 A: Ao! U-jelë neng? Really?! When did you eat?
 B: Kẹ-qêta ho-ja hôna joalë.

C-7 (A telephone conversation)

A: Naa [Têllô] o-tëng mosëbëtsing?

B: Èë, o-tëng fêêla hā-a-eô ka-öfising
hōna joalë.

Yes, he is here, only he is not in
the office just now.

A: O-ilë kae?

B: Hā-ke tsebe. O-qêta ho-tsoa hōna
joalë.

I don't know. He just went out right
now.

A: Mo-bolêllê kē-batla ho-bua le-eêna.

Tell him I want to speak with him.

B: Ho-lokilë. Kē-tla mo-bolêlla.

Okay. I will tell him.

M-4

ngôla Kē-leka ho-ngôla.

write

I'm trying to write.

ithuta Kē-leka ho-ithuta.

study

I'm trying to study.

phakisa Kē-leka ho-phakisa.

hurry

I'm trying to hurry.

C-8

A: U-ëtsa'ng?

B: Kē-leka ho-ngôla Sesotho.

A: Ua-tseba ho-se-ngôla?

B: Hā-ke-tsebe, kē-ithuta.

A: U-ithuta haholo?

B: Èë, kē-leka ho-ithuta haholo.

C-9

A: U-ea kae?

B: Ke-ea pösöng.

A: Naa u-tla phakisa? Kē-batla ho-ea
le-uena mmarakeng.

B: Ho-lokilë. Kē-tla leka ho-phakisa.

M-5

sëbëtsa Naa u-qëtilë ho-sëbëtsa?

work

Are/have you finished
working?

ja Naa u-qëtilë ho-ja?

eat

Are/have you finished eating?

bua Naa u-qëtilë ho-bua?

talk

Are/have you finished
talking?

C-10

A: Naa u-qëtilë ho-sëbëtsa?

Are you finished working?

B: Ê-ê, ha-kea-qêta.

No, I am/have not finished.

A: Naa u-sëbëtsa kapele?

Are you trying to work fast?

B: Êë, kę-leka ho-sëbëtsa kapele.

M-1

hlôôhô	Kẹ-ṭṣọëroe kẹ-hlôôhô	head	I have a head ache. (lit: I'm seized by the head.)
mala	Kẹ-ṭṣọëroe kẹ-mala.	bowls	I have a stomach ache.
leoto	Kẹ-ṭṣọëroe kẹ-leoto.	foot, leg	I have a sore leg.
sefuba	Kẹ-ṭṣọëroe kẹ-sefuba.	chest; chest	I have a cold.
		cold	
fëbëru	Kẹ-ṭṣọëroe kẹ-fëbëru.	fever	I have a fever.

C-1

- A: Molato kẹ'ng? Ua-kula? What's wrong? (lit: Fault it is what?)
Are you sick?
- B: Eë, kẹ-ṭṣọëroe kẹ-[hlôôhô].

C-2

- A: Molato kẹ'ng? U-ṭṣọëroe kẹ-[sefuba]?
B: Eë, haholo.

C-3

- A: U-jooa kẹ'ng? What's wrong? (lit: You are being eaten
by what?)
- B: Kẹ-ṭṣọëroe kẹ-[hlôôhô].

C-4

- A: Molato kẹ'ng?
B: Kẹa-kula.
A: Hao! U-jooa kẹ'ng?
B: Kẹ-ṭṣọëroe kẹ-[hlôôhô].
A: Kẹ-hampe.

C-5

- A: Naa [Bill] o-tla tlelaseng?
B: Hẹ-a-tle hobane oa-kula.
A: Hao! [Bill] oa-kula?
B: Eë.
A: O-jooa kẹ'ng?
B: O-ṭṣọëroe kẹ-[sefuba] haholo.

C-6

A: [John] o-kae?

B: O-ilë ngakëng.

A: Oa-kula?

B: Eë.

A: O-jooa ke'ng?

B: Ke-[mala].

C-7

A: [Tankisô] o-kae?

B: O-sepetlele; oa-kula.

He's at the hospital; he's sick.

A: Ao! O-kula haholo?

B: Eë.

A: O-jooa ke'ng?

B: Ho-thoe ke-fëbëru.

It is said he has fever.

A: Ke-hampe hakaakang.

That's pretty bad.

M-1

utloa	nkutloa	hear	hear me
araba	nkaraba	answer	answer me
ênta	nkênta	vaccinate	vaccinate me
isa	nkisa	take to	take me to
ôtla	nkôtla	strike	strike me
êmêla	nkêmêla	wait for	wait for me

C-1

A: Naa u-tla [nkaraba]?

B: ĒĒ, kẹ-tla u-[araba].

A: U-tla [nkaraba] neng?

B: Ka-mosô.

C-2

Ngaka: Ua-kula. Kẹ-tla u-ênta.

You are sick. I will inoculate you.

A: Öö! U-tla nkênta neng?

Ngaka: Hôna joalë.

C-3

A: [Susan], [Ann] oa-u-bitsa.

Susan: O-nkisa kae?

What does she want me for (idiom)?

A: Ha-kẹ-tsebe.

Susan: Kẹa-tla.

C-4

A: Lebênkêlê le-hokae?

B: Kẹ-tla u-isa, êma hannyane.

I'll take you there. Wait a minute.

A: U-tla nkisa lebênkêlêng?

Will you take me to the store?

B: ĒĒ.

A: Kẹa-leboha.

M-2

supa	ntšupa	point	point at me.
sêba	ntšêba	slander	slander me.
siea	ntšiea	leave,	leave me.
		out run	
sëbëlisa	ntšëbëlisa	use	use me
sunā	ntšunā	kiss	kiss me

C-5

A: Bill o-u-sêba ho-mookamêli.	Bill is slandering you to the director.
B: Oa-ntšêba?	Is he slandering me?
A: Ēē.	
B: O-re kẹ-ětsa joang?	What does he say I'm doing?
A: O-re u-hana ho-sëběṭsa.	He says you refuse to work.
B: Kẹ-hampe, hobane hā-se-nnete.	

C-6

A: [Susan], [Mphô] oa-u-siea.	[Susan], [Mpho] is leaving you.
Susan: Oa-ntšiea?	Is she leaving me?
A: Ēē, o-ea pösöng.	
Susan: [Mphô], nkêmêlê. Kẹ-batla ho-ea le-uêna pösöng.	[Mpho], wait for me. I want to go with you to the post office.

C-7

A: Kẹ-batla ho-sëběṭsa le-[Thabô].	I want to work with [Thabo].
B: O-tla u-sëbëlisa haholo.	He will make you work very hard.
A: O-tla ntšëbëlisa haholo?	Will he make me work very hard?
Kẹ-hampe, hobane hā-kẹ-batle ho-sëběṭsa haholo.	

To the teacher: Read the following to the class, checking on their comprehension of this monologue by asking questions.

C-1

Kamehla [John] oa-tsoha. Oa-apara.
 O-lumēlisa metsoallê ea-hae.
 O-ea lijōng le-bōna.
 Ha a-qêta ho-ja, o-ea tlelaseng.
 Ha a-fihla tlelaseng, o-lumēlisa tichêrê.
 O-lula fatšê. Tichêrê o-mo-ruta Sesotho.
 [John] o-ithuta Sesotho haholo.
 O-leka ho-bua Sesotho le-tichêrê.
 [John] le-metsoallê ea-hae ba-ea
 lijōng motšoare.
 Ha ba-qêta ho-ja, ba-boêla tlelaseng.
 Ba-mamêla tichêrê, joalê o-ba-botsa
 lipotsô.
 Joalê sekōlō sea-tsoa.

Every day [John] gets up. He dresses.
 He greets his friends.
 He goes to the dining hall with them.
 When he finishes eating, he goes to class.
 When he arrives at class, he greets the
 teacher.
 He sits down, the teacher teaches him
 Sesotho.
 [John] studies Sesotho very much.
 He tries to speak Sesotho with the teacher.
 [John] and his friends go to the dining
 hall at noon.
 When they finish eating, they return to
 class.
 They listen to the teacher, then he asks
 them questions.
 Then school is out. (lit. Then school
 goes out.)

C-2

Each student should either memorize the following or develop his own résumé of his daily activities.

Kamehla kea-tsoha. Kea-apara.
 Ke-lumēlisa metsoallê ea-ka.
 Re-ea lijōng.
 Ha re-qêta ho-ja, re-nka libuka tsa-rona.
 Re-ea sekōlōng.

Ha re-fihla tlelaseng, re-lumēlisa tichêrê.

Re-lula fatše. O-re-ruta Sesotho.

Re-tseba ho-bua Sesotho.

Re-se-bua haholo sekōlōng.

Motšeara re-ea lijōng hapê.

Ha re-qêta ho-ja, re-boêla tlelaseng.

Re-mamêla thutô ea-tichêrê.

Joalê sekōlō sea-tsoa.

C-3

The following is an interview between a Mosotho visitor to the training program and some of the students.

Mosotho: Naa le-tseba ho-bua Sesotho?

S₁: Ēē, fêêla ha-re-se-tsebe hantlê.

Mosotho: Le-ithuta sōna kae?

S₂: Re-ithuta sōna hōna mōna.

We study it right here.

Mosotho: Le-ithuta sōna neng?

S₁: Motšeara tlelaseng.

During the day in class.

Mosotho: Le-tsoha neng?

S₂: Re-tsoha hoseng ka-6:00.

Mosotho: Ha le-qêta ho-tsoha, le-ëtsa joang?

S₁: Rea-apara. Re-lumēlisa metsoallê
ea-rona.

S₂: Hapê re-ea lijōng.

Mosotho: Ha le-qêta ho-ja, le-ëtsa joang?

S₁: Ha re-qêta ho-ja, re-nka libuka.
Re-ea tlelaseng.

Mosotho: Ha le-fihla tlelaseng, le-ëtsa
joang?

S₂: Ha re-fihla tlelaseng, re-lumēlisa
tichêrê. Re-lula fatše.

S₁: Joalê tichêrê o-re-ruta Sesotho.

Mosotho: Motšoare le-ëtsa joang?

At noon what do you do?

S₁: Motšoare re-ea lijöng hapê.

Mosotho: Ha-le-tsoa lijöng, le-ëtsa joang?

S₂: Re-boêla tlelaseng.

S₁: Ha-re-fihla tlelaseng, re-rutoa
Sesotho hapê. Joalê sekölö
sea-tsoa.

When we arrive at class, we are taught
Sesotho again.

M-1

apolê	Apolê ëno ke-ea-Bill.	apple	That apple is Bill's.
buka	Buka ëno ke-ea-Bill.	book	That book is Bill's.
khalase	Khalase ëno ke-ea-Bill.	glass	That glass is Bill's.

M-2

apolê	Apolê ëo ke-ea-mang?	apple	Whose apple is that?
buka	Buka ëo ke-ea-mang?	book	Whose book is that?
khalase	Khalase ëo ke-ea-mang?	glass	Whose glass is that?

C-1

A: [Apolê] ëo ke-ea-mang?

B: [Apolê] ëno ke-ea-[Bill].

Or: Ke-ea-[Bill].

C-2

A: [Bill] o-ea kae?

B: O-isa [apolê] ëno ho-[tichêrê]. He's taking that [apple] to the [teacher]

C-3

A: Ke-thipa ea-mang ëo? Whose knife is that?

B: Ke-ea-ka.

A: Ak'u nkalimè eôna.

B: U-e-isa kae?

What do you want to do with it?

A: Ke-il'o ja apolê ëna.

M-3

liapolê tsëë	Liapolê tsëë ke-tsa-mang?	these apples	Whose apples are these?
libuka tsëë	Libuka tsëë ke-tsa-mang?	these books	Whose books are these?
lipêrê tsëë	Lipêrê tsëë ke-tsa-mang?	these horses	Whose horses are these?

C-4

A: [Libuka] tsëë ke-tsa-mang?

B: Ëna ke-ea-[Bill],

This one is [Bill's],

ëno ke-ea-[Ann].

that one is [Ann's].

M-4

sëë	Setulô sëë ke-sa-mang?	this	Whose chair is this?
sëo	Setulô sëo ke-sa-mang?	that	Whose chair is that?
* * * * *			
sëna	Setulô sëna ke-sa-[John].	this	This chair is [John's].
sëno	Setulô sëno ke-sa-[John].	that	That chair is [John's].

C-5

- A: Setulô [sëë] ke-sa-mang?
 B: Setulô [sëna] ke-sa-[John].
 Or: Ke-sa-[John].

C-6

- A: Ha-se-[setulô] sa-hao [sëno]. That chair isn't yours.
 B: Ke-sa-mang?
 A: Ke-sa-[Ann].

M-5

Use classroom objects to practice the following questions.
--

ëë	Nthô ëë ke'ng?	this	What is this thing?
ëo	Nthô ëo ke'ng?	that	What is that thing?
* * * * *			
ëë	Ke'ng nthô ëë?	this	What is this thing?
ëo	Ke'ng nthô ëo?	that	What is that thing?

C-7

- A: Nthô [ëë] ke'ng?
 B: Ke-[buka].

M-6

lerata	Naa u-utloa lerata lëo?	noise	Do you hear that noise?
lebênkêlê	Naa u-bôna lebênkêlê lëo?	store	Do you see that store?
lebese	Naa u-noa lebese lëo?	milk	Are you drinking that milk?

C-8

A: Naa u-utloa lerata lëo?

B: Ēē, kęa-le-utloa. Kę-la'ng?

Yes, I hear it. What is it? (lit:
It is of what?)

A: Hą-kę-tsebe fêêla kę-khôloa hore
kę-baithaopi.

B: Ba-ëṭsa joang?

A: Baa-bapala.

Use picture number 5 for the following.

Mosali ënoa o-apëre kobô ë-ntlê.
 O-roëtse tuku.
 O-roëtse nkhô hlööhöng.
 O-pëpilë ngoana.
 Këa-khôloa o-ea selibëng, kapa o-tsoa
 selibëng.
 O-il'ö kha mëtsi.
 Basali ba-kha mëtsi selibëng.
 Ba-a-kha ka-nkhô kapa ka-ëmêrê.

Ba-roala nkhô kapa ëmêrê hlööhöng.
 Ba-ea haë.
 Ba-sëbëlisa mëtsi ho-phêha.
 Hapê ba-a-sëbëlisa ho-hlatsoa.

This woman is wearing a nice blanket.
 She is wearing a headscarf.
 She is carrying pot on her head.
 She is carrying a baby (on her back).
 I think she is going to the spring,
 or she is coming from the spring.
 She is going to draw water.
 The women draw water at the spring.
 They draw (water) with a pot or with a
 bucket.
 They carry the pot or bucket on their head.
 They go home.
 They use water to cook.
 They use it (water) to wash.

Q-1

T: Mosali ëo o-[apëre kobô] ë-ntlê?
 S: Hë, o-[apëre kobô] ë-ntlê.

Is this woman wearing a blanket?

Q-2

T: O-roëtse'ng?
 S₁: O-roëtse tuku.
 S₂: O-roëtse nkhô hapê.

Q-3

T: O-ea kae?
 S₁: Këa-khôloa o-ea selibëng.
 S₂: Këa-khôloa o-ea haë.

Q-4

T: O-tsoa kae?
 S₁: Këa-khôloa o-tsoa haë.
 S₂: Këa-khôloa o-tsoa selibëng.

Q-5

T: Basali ba-ëtsa joang selibëng?

S: Ba-kha mëtsi.

Q-6

T: Ba-ëtsa'ng ka-mëtsi?

S₁: Ba-phêha ka-oona.

S₂: Ba-hlatsoa ka-oona hapê.

Q-7

T: Ba-kha mëtsi ka'ng?

S₁: Ba-a-kha ka-nkhô.

S₂: Ba-a-kha ka-êmêrê.

Q-8

T: Naa le-lona le-ea selibëng Amërika möö?

S: Ê-ê, hã-rê-ee selibëng Amërika möna.

T: Le-kha mëtsi kae?

S: Re-a-kha ka-tlung.

We draw it in the house.

Q-9

T: Naa basali ba-Amërika ba-tseba ho-roala nkhô?

S: Ê-ê, hã-ba-tsebe ho-roala nkhô.

Q-10

T: Le-ëtsang ka-mëtsi?

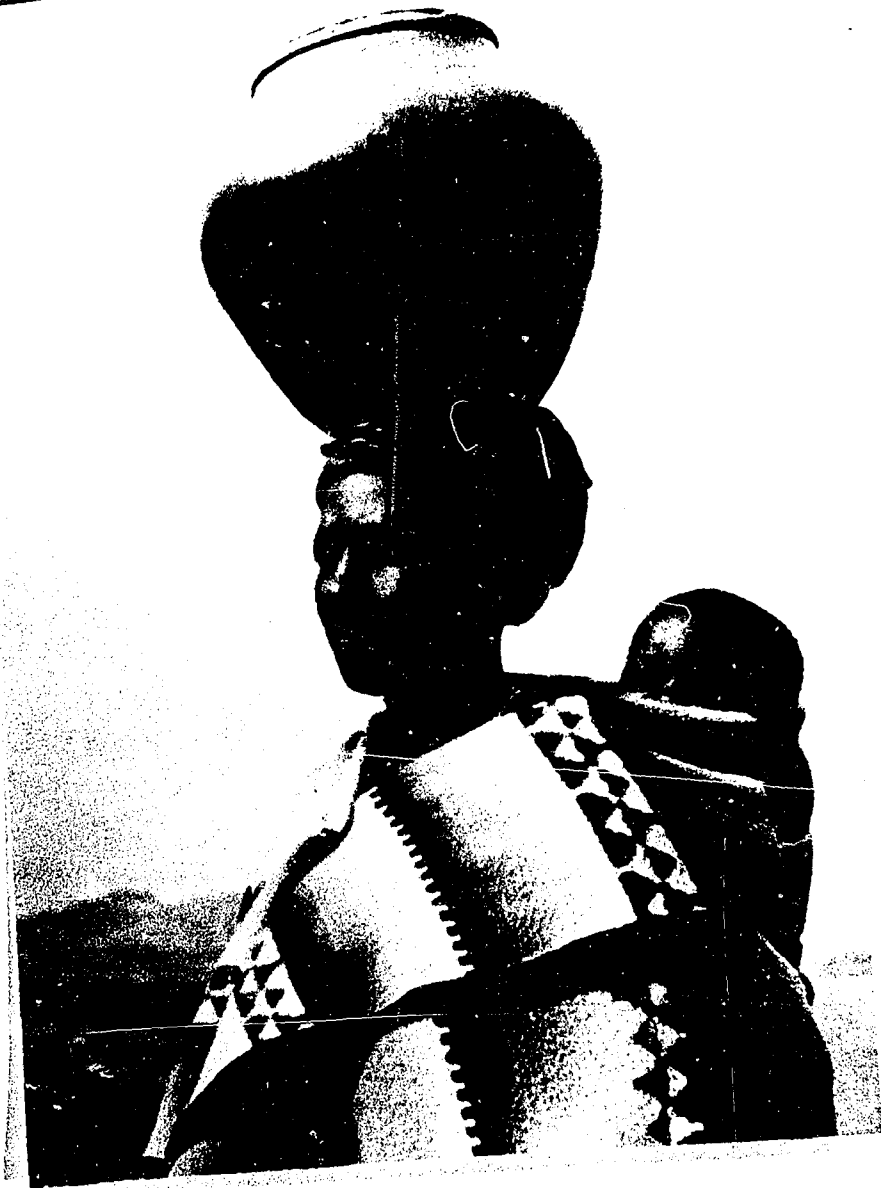
S: Re-phêha ka-oona. Re-hlatsoa ka-oona.

Re-hloëkisa matlo a-rona ka-oona.

Q-11

T: [Ann], u-bôna'ng setšoantsöng sêë?

[Ann]: [(A description of the picture in the student's own words)]



Picture Number Five (Cycle 109)

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M-1

pata	mpata	hide	hide me
pitla	mpitla	crush, smash	crush me
pôta	mpôta	surround,	surround me,
		go around	go around me
putsa	mputsa	reward	reward me

C-1

A: Tloha möno, lejoê lëno le-tla u-pitla.	Get away from there, that stone will crush you.
B: Le-tla mpitla?	Will it crush me?
A: Ēē, le-tla u-pitla, tloha.	Yes, it will crush you, get away from there.
B: Öö, ho-lokilë, kẹa-tloha.	Oh, okay, I'll get away.

C-2

A: Naa u-sëbëtsa hantlê sekölöng?	Are you doing well in school?
B: Ēē, kẹ-sëbëtsa hantlê.	
A: Tichêrê o-tla u-putsa.	The teacher will reward you.
B: O-tla mputsa ka'ng?	What will he reward me with?
A: Hẹ-kẹ-tsebe, fêêla kẹa-khôloa o-tla u-putsa ka-[chêlêê].	

M-2

fêpa	mphêpa	feed	feed me
fumana	mphumana	find	find me
fa	mpa	give	give me
feta	mpheta	pass, surpass	surpass me

C-3

A: Mphê [lipömpöng].	
B: Hẹ-kẹ na [lipömpöng]. Kẹ-tla u-fa chêlêê.	
A: U-tla mpha êôna neng? Kẹ-e-batla hôna joalë.	When will you give it (money) to me? I want it right away.
B: Ho-lokilë, nka kẹ-ëna.	

C-4

A: [John], u-ea kae?

[John]: Kɛ-ea [lebënkëlëng].

A: Nkêmêlê, kɛ-batla ho-ea
le-uêna.

[John]: Ha-ke u-ëmële. Kɛ-tatilë,
fêêla u-tla mphumana.

A: Kɛ-tla u-fumana kae?

[John]: U-tla mphumana hôna
[lebënkëlëng]. Kɛ-tla
u-êmêla têng.

A: Ho-lokilë. Tsamaea-hê
Kɛ-tla u-fumana.

Wait for me, I want to go with you.

I'm not waiting for you. I'm in a
hurry, but you'll find me.

Where will I find you.

You'll find me right at the store.

I'll wait for you there.

Okay. Go then. I'll find you.

C-5

A: U-ëtsa'ng hôna joalë?

B: Kɛ-fêpa baëti.

A: Nna u-tla mphêpa neng?

B: Ha-ke-qêta ho-fêpa baëti.

What are you doing right now?

I'm feeding the travellers.

When will you feed me?

When I finish feeding the travellers.

C-6

A: Kɛa-u-feta.

B: U-mpheta ka'ng?

A: Ka-bolëlëlë.

B: Ê-ê, ha-se-nnete. Ha-u-mphete.

I surpass you.

You surpass me in what?

In height (tallness).

No, it's not true. You don't surpass me.

M-1

apolê, lamunu	Naa u-rata apolê ho-feta lamunu?	apple, orange	Do you like an apple more than an orange?
lipömpöng, chêlêlê	Naa u-rata lipömpöng ho-feta chêlêlê?	candy, money	Do you like candy more than money?
rëisi, litapolê	Naa u-rata rëisi ho-feta litapolê?	rice, potatoes	Do you like rice more than potatoes?
papa, motôhó	Naa u-rata papa ho-feta motôhó?	porridge, sour porridge	Do you like porridge more than sour porridge?
ërëkisi, linaoa	Naa u-rata ërëkisi ho-feta linaoa?	peas, beans	Do you like peas more than beans?
"Palmolive", "Sunlight"	Naa u-rata Palmolive ho-feta "Sunlight"?		Do you like "Palmolive" more than "Sunlight"?
Sesotho, Sefora	Naa u-rata Sesotho ho-feta Sefora?	Sesotho, French	Do you like Sesotho more than French?
merôhó, nama	Naa u-rata merôhó ho-feta nama?	vegetables, meat	Do you like vegetables more than meat?

C-1

A: Naa u-rata [apolê] ho-feta [lamunu]?

B: Ēē, kẹ-rata [apolê] ho-feta [lamunu].

M-2

apolê	Kẹ-rata lamunu ho-e-feta.	I like an orange better than it.
litapolê	Kẹ-rata rëisi ho-li-feta.	I like rice better than them.
liërëkisi	Kẹ-rata linaoa ho-li-feta.	I like beans better than them.
Sefora	Kẹ-rata Sesotho ho-se-feta.	I like Sesotho better than it.

C-2

A: Naa u-rata [linaoa] ho-feta [liërëkisi]?

B: Chêê, hā-ke-rata [linaoa] haholo.

Kê-rata [liërëkisi] ho-li-feta.

M-3

Refer to objects in the classroom for the following.

pêê	Kê-rata pêê ëna ho-feta ëno.	I like this pen better than that (one).
setulô	Kê-rata setulô sëna ho-feta sëno.	I like this chair better than that (one).
setšoantsô	Kê-rata setšoantsô sëna ho-feta sëno.	I like this picture better than that (one).
jësi	Kê-rata jësi ëna ho-feta ëno.	I like this sweater better than that (one).

C-3

A: Naa u-rata [setulô sëë] ho-feta
[sëo]?

B: Èë, kê-rata sëna ho-feta ...
sëno.

I like this (one) better
than that (one)

M-4

bata	Naa Amërika ho-bata ho-feta Lesotho?	be cold	Is America colder than Lesotho?
chesa	Naa Amërika ho-chesa ho-feta Lesotho?	be hot	Is America hotter than Lesotho?

C-5

A: Naa Amërika ho-bata ho-feta Lesotho?

B: Èë, ho-bata ho-feta Lesotho.

A: Naa ho-chesa ho-feta Lesotho
hlabula?

Is it hotter (in America) than
Lesotho in the summer?

B: Èë, ho-chesa ho-feta Lesotho
hlabula.

Yes, it is hotter (in America) than in
Lesotho in the summer.

M-5

ea-nku	Naa u-rata nama ea-nku?	mutton	Do you like mutton?
ea-khömo	Naa u-rata nama ea-khömo?	beef	Do you like beef?
ea-pêrê	Naa u-rata nama ea-pêrê?	horse meat	Do ycu like horse meat?
ea-poli	Naa u-rata nama ea-poli?	goat's meat	Do you like goat's meat?
ea-khoho	Naa u-rata nama ea-khoho?	chicken	Do you like chicken?
ea-fariki	Naa u-rata nama ea-fariki?	pork	Do you like pork?

C-6

A: Naa u-rata nama ea-[nku]

ho-feta nama ea-[khömo]?

B: Ke-li-rata kaofêla.

I like them both (lit: all).

M-1

<u>Teacher</u>	<u>Response</u>	
U-[Bill]?	H ₃ -ke-re u-[Bill]?	Aren't you [Bill]? (lit: I don't say you are Bill
U-ea sekölöng kajëno?	H ₃ -ke-re u-ea sekölöng kajëno?	Aren't you going to school today?
U-lapilë?	H ₃ -ke-re u-lapilë?	Aren't you hungry?
Setulô ke-sa-hao?	H ₃ -ke-re setulô sêo ke-sa hao?	Isn't that chair yours?

C-1

- A: H₃-ke-re [u-Bill]?
B: Ēē, [ke-Bill].

C-2

- A: H₃-ke-re u-Bill?
B: Ê-ê, h₃-ke-Bill.
A: U-mang?
B: Ke-John.
A: Öö.

C-3

- A: H₃-ke-re u-ea sekölöng kajëno?
B: Ê-ê, h₃-ke-ee sekölöng.
A: U-ea kae?
B: K₃-ea [töröpöng].
A: Öö.

C-4

- A: H₃-ke-re u-lapilë?
B: Ēē, k₃-lapilë hahalo.
A: H₃-r₃-eô ja.
B: Ēē, h₃-r₃-eê.

M-2

<u>Teacher</u>	<u>Response</u>
Tankiso oa-kula.	Tankiso oa-kula ha-ke-re?
Tseliso o-ea le-nna.	Tseliso o-ea le-nna ha-ke-re?
Setulô sêo ke-sa-hao.	Setulô sêo ke-sa-hao ha-ke-re?

C-5

A: [Tankisô] o-kae?	
B: [Tankisô] oa-kula ha-ke-re?	
A: Ha-ke-tsebe hore oa-kula.	I don't know that he's sick.
B: Oa-kula, o-sepetlele.	
A: Ke-hampe.	

C-6

A: U-batla ho-ea le-mang [Warner Springs]?	With whom are you going to [Warner Springs]?
B: Ke-batla ho-ea le-[Tseliso].	I want to go with [Tsediso].
A: [Tseliso] o-ea le-nna [Southport] ha-ke-re?	
B: O-ea le-uêna [Southport]?	Is he going to [Southport] with you?
A: Eë.	
B: Öö, ke-tla ea le-[Phiri].	Oh. I'll go with [Phiri].

M-3

<u>Teacher</u>	<u>Response</u>	
Ha-u-ee sekölöng kajëno?	Ha-ke-re ha-u-ee sekölöng kajëno?	You're not going to school today, are you?
Ha-u-ee mosëbëtsing?	Ha-ke-re ha-u-ee mosëbëtsing kajëno?	You're not going to work today, are you?
Ha-re-palame kajëno?	Ha-ke-re ha-re-palame kajëno?	We're not going to ride today, are we?

C-7A: H₃-ke-re h₃-u-ee sekölöng kajëno?

You're not going to school today, are you?

B: Êë, h₃-ke-ee.

No (lit: yes), I'm not going.

C-8A: H₃-ke-re h₃-re-palame kajëno?

We aren't riding today, are we?

B: Ê-ê, rea-palama.

Yes (lit: no), we are riding.

M-1

<u>Teacher</u>	<u>Response</u>	
Mphê chêlêlê.	Mphê chêlêlê hê.	Give me some money then.
Nkalimê pentsêlê.	Nkalimê pentsêlê hê.	Lend me a pencil then.
Nkêmêlê.	Nkêmêlê hê.	Wait for me then.
Phakisa.	Phakisa hê.	Hurry then.
Sala hantlê.	Sala hantlê hê.	Stay well then.
Thola.	Thola hê.	Be quiet then.

C-1

A: Nkalimê [pênê].	
B: Hă-ke-na [eôna].	I don't have [one].
A: Nkalimê [pentsêlê] hê.	Lend me a [pencil] then.
B: Nka. Ke-[ëna].	Take [it]. Here [it] is.

C-2

A: Mphê [lipömpöng].	
B: [Lipömpöng] hă-[li]-eô.	
A: Mphê chêlêlê hê.	Then give me some money.
B: Le-eôna hă-ke-na côna.	I also don't have any.
A: Öö, kə-tsamaea. Sala hantlê hê.	
B: Tsamaea hantlê.	

C-3

A: U-tsamaea neng?	
B: Hôna joalë.	
A: Nkêmêlê hê.	Wait for me then.
B: U-ea kae?	
A: Kə-il'o apara [baki].	I'm going to go put on a [jacket].
B: Phakisa hê. Kə-tla u-êmêla.	Then hurry. I will wait for you.

C-4

A: Hă-u-batle ho-ea le-nna [Warner Springs]?	Don't you want to go to [Warner Springs] with me?
B: Kea-rata.	
A: Hă-rə-eê hê.	Let's go then.

C-5

Combine C-4 and C-3.

TO THE STUDENT:

The little word *hê* has the meaning of "then, so" as can be seen in M-1. It is not used to join two sentences together, as a conjunction does, but it relates a sentence to previous actions and/or statements; it has the effect of providing a conclusion to the sequence. The addition of *hê* does not change the placement of stress:

Mphê chêLÊtê.

Mphê chêLÊtê hê.

Here are some further situations in which *hê* may be used:

- a) If A is standing where he may get hurt, B may say
 Lejoe léno le-tla u-pitla. That rock will crush you.
 A ignores the warning, an accident results, and B says
 Ua-bôna hê. You see (I told you so).
- b) If a child complains to his parent and the parent feels that the complaint has been needlessly prolonged, he might cut it short by saying
 Thola hê, kẹ-utloilë. Shut up now, I've heard you.
- c) If during an argument between two people one of them happens to speak for a long time without giving the other a chance to argue his case, the latter may interrupt
 Butlê hê, le-nna kẹ-buê. Easy now, let me speak too.

M-1

batla	mpatla	look for	look for me
botsa	mpotsa	ask	ask me
bôna	mpôna	see	see me
bitsa	mpitsa	call	call me
bontša	mpontša	show	show me
boloka	mpoloka	take care of	take care of me
bolêlla	mpolêlla	tell	tell me
		(someone)	

C-1

A: Naa ua-[mpitsa]?

B: Êë, kəa-u-[bitsa].

Or: Ê-ê, hă-ke-u-[bitse].

C-2

A: U-batla [mookamêli]?

B: Ê-ê, hă-ke-batle eêna. Kə-batla uêna.

A: Ua-mpatla?

B: Êë.

A: U-nkisa kae?

What do you want with me (idiom)?

B: Kə-batla ho-bua le-uêna.

C-3

A: U-tla tla mpôna neng?

When will you come to see me?

B: Kə-tla tla hosasa.

A: Hă-u-batle ho-tla mpôna kajëno?

Don't you want to come see me today?

B: Chêê, kə-na le-mabaka kajëno.

No, I have some business today.

A: Öö, kə-hantlê. Kə-tla
u-lebêlla hê, hosasa.Oh, okay. I'll expect you
tomorrow then.

C-4

- A: Kẹ-batla ho-u-botsa. I want to ask you (something).
 B: U-batla ho-mpotsa'ng?
 A: Kẹ u-botsa hore naa[kêrêkê] e-kêna neng? I want to ask you when [church] begins.
 B: E-kêna ka-11:00.

C-5

- A: Naa u-rëkilë kobô?
 B: Ėë.
 A: Kẹ-batla ho-e-bôna.
 B: Ho-lokilë. Kẹ-tla u-böntsa eôna.
 A: U-tla mpöntsa eôna neng?
 B: Ha-re-fihla lapëng. When we arrive at home.

M-2

- | | | | |
|--------|--------------------------------------|------|-------------------------------------|
| bitsa | Kẹ-botsa hore naa ba-tla
mpitsa? | call | I'm asking if they will
call me? |
| bolaca | Kẹ-botsa hore naa ba-tla
mpolaea? | kill | I'm asking if they will
kill me? |
| bôna | Kẹ-botsa hore naa ba-tla
mpôna? | see | I'm asking if they will
see me? |

C-6

- A: [Bill] le-[John] ba-batla ho-ea
le-uêna [töröpöng].
Naa u-tla ea le-bôna? Will you go with them?
 B: Ba-ea neng?
 A: Hosasa.
 B: Ėë, kẹ-batla ho-ea le-bôna,
fêêla kẹ-batla ho-botsa. Yes, I want to go with them, but I
want to ask (something).
 A: U-botsa'ng?
 B: Kẹ-botsa hore naa ba-tla mpitsa
ha-ba-tsamaea. I'm asking if they will call me when
they go.
 A: Ėë, ba-tla u-bitsa.

M-1

Sesotho	<u>Ke</u> -mang eaa ithutang Sesotho?	Who is learning Sesotho? (lit: It is who that is learning Sesotho?)
Sefora	<u>Ke</u> -mang eaa ithutang Sefora?	Who is learning French?
Seburu	<u>Ke</u> -mang eaa ithutang Seburu?	Who is learning Afrikaans?
Senyesemane	<u>Ke</u> -mang eaa ithutang Senyesemane?	Who is learning English?

C-1

- A: Ke-mang eaa ithutang Sesotho?
 B: Ke-[John] eaa ithutang Sesotho.
 Or: Ke-[John].

C-2

- A: Ke-mang eaa ithutang [Seburu]?
 B: Ha-ho-motho eaa ithutang [Seburu].

M-2

tsoa	<u>Ke</u> -mang eaa tsoang töröpöng?	Who is leaving town?
fihla	<u>Ke</u> -mang eaa fihlang töröpöng?	Who is arriving at town?
lula	<u>Ke</u> -mang eaa lulang töröpöng?	Who is living in town?
ea	<u>Ke</u> -mang eaa eang töröpöng?	Who is going to town?
sëbëtsa	<u>Ke</u> -mang eaa sëbëtsang töröpöng?	Who is working in town?

C-3

- A: Ke-mang eaa [tsoang] [töröpöng]?
 B: Ke-[mookamëli].

M-3

<u>Teacher</u>	<u>Response</u>
O-ithuta Sesotho.	<u>Ke</u> -mang eaa ithutang Sesotho?
O-sëbëtsa öfising.	<u>Ke</u> -mang eaa sëbëtsang öfising?
O-bôna tichêrê.	<u>Ke</u> -mang eaa bônang tichêrê?
O-batla chëlêtê.	<u>Ke</u> -mang eaa batlang chëlêtê?
O-bitsa John.	<u>Ke</u> -mang eaa bitsang John?

C-4

- A: Naa [Ann] o-bitsa [John]?
 B: Ê-ê, ha-se-[Ann].
 A: Ke-mang eaa bitsang [John]?
 B: Ke-[Susan].

M-4

- | | | |
|-------|------------------------|----------------------|
| ruta | Ke-mang eaa u-rutang? | Who is teaching you? |
| tseba | Ke-mang eaa u-tsebang? | Who knows you? |
| thusa | Ke-mang eaa u-thusang? | Who is helping you? |

C-5

- A: U-ithuta Sesotho kae?
 B: Sekōlōng.
 A: Ke-mang eaa u-rutang sōna?
 B: Ke-tichêrê.

C-6

- A: Ke-mang eaa u-tsebang mōō?
 B: Ha-ho-motho eaa ntsebang mōna. Nobody knows me here. (lit: There is no person who knows me here).

C-7

- A: Ke-mang eaa hloëkisang ntlo ea-hao?
 B: Ke-[moralī oa-ka]. It is [my daughter].

C-8

- A: U-lula le-mang?
 B: Ke-lula le-motho eaa sēbētsang [pōsōng]. I live with a person who is working at the [post office].

C-9

- A: Ke-mang eaa eang [tōrōpōng] kajēno?
 B: Ha-ho-motho eaa eang [tōrōpōng] kajēno.

M-1

Teacher

Kɛ-khōloa hore u-lapilē.
 Kɛ-khōloa hore o-lula le-Linêô.
 Kɛ-khōloa hore u-tsoëroe kɛ-sefuba.
 Kɛ-khōloa hore o-öfising.
 Kɛ-khōloa hore oa-nthata.
 Kɛ-khōloa hore o-ea kërëkëng.
 Kɛ-khōloa hore o-tsoa ngakëng.
 Kɛ-khōloa hore u-kêna sekölö.
 Kɛ-khōloa hore ba-tëng lapëng.
 Kɛ-khōloa hore ba-fihlilë Lesotho.

C-1

A: [John] o-ea kae?
 B: Kɛ-khōloa o-ea [kërëkëng].
 A: [Mamêllo] o-lula le-mang?
 B: Kɛ-khōloa o-lula le-[Linêô].
 A: [Têllo] o-sëbëtsa kae?
 B: Ha-a-sëbëtse. Kɛ-khōloa
 o-kêna sekölö.

Response

Kɛ-khōloa u-lapilē
 Kɛ-khōloa o-lula le-Linêô.
 Kɛ-khōloa u-tsoëroe kɛ-sefuba.
 Kɛ-khōloa o-öfising.
 Kɛ-khōloa oa-nthata.
 Kɛ-khōloa o-ea kërëkëng.
 Kɛ-khōloa o-tsoa ngakëng.
 Kɛ-khōloa u-kêna sekölö.
 Kɛ-khōloa ba-tëng lapëng.
 Kɛ-khōloa ba-fihlilë Lesotho.

I think he's going to [the church].

I think she lives with [Dineo].

He isn't working. I think he's
 attending school.

To the teacher: Use pictures 1, 2, 3, 4, and 5 for this cycle. Select one of these, describe it in your own words, and then ask the students to indicate which picture has been described.

C-1

T: K_ę-tla hlalosa setšoantsšô. Ha k_ę-qêta,
le-mpolêllê hore naa ke-setšoantsšô
sa-pele, sa-bobêli, sa-boraro,
sa-bonê, kapa sa-bohlano.

K_ę-hlalosa setšoantsšô sefe?

[(Hlalosa setšoantsšô hakhutšoanyane
ka-mantsoe a-hao.)]

K_ę-hlalositse setšoantsšô sefe?

I'm going to describe a picture.
When I finish, tell me if it is
the first picture, the second,
the third, the fourth, or the fifth.
Which picture am I describing?

Which picture have I described?

S: K_ę-setšoantsšô sa-[pele].

Repeat C-1 for each of the other pictures.

C-2

Ask questions at random about these five pictures, basing the questions on your descriptions. Before answering a question, the student should identify the picture.

T: [(Botsa lipotso holima litšoantsšô
tsena ho-latêla litlhalosô tsa-hao.)].

S: K_ę-setšoantsšô sa-[pele].

Or: K_ę-setšoantsšô sa-[molisana].

[(answer to the question)]

M-1

ho-ithuta	U-tš ^h oanētse ho-ithuta	You ought to study Sesotho.
Sesotho	Sesotho.	
ho-sēbētsa	U-tš ^h oanētse ho-sēbētsa	You ought to work hard.
haholo	hahalo.	You ought to work hard.
ho-bēsa mollō	U-tš ^h oanētse ho-bēsa mollō.	You ought to make a fire.
ho-phêha kōfi	U-tš ^h oanētse ho-phêha kōfi.	You ought to prepare coffee.
ho-ngōla	U-tš ^h oanētse ho-ngōla.	You ought to write.
ho-ntefa	U-tš ^h oanētse ho-ntefa.	You ought to pay me.

C-1

A:	U-tš ^h oanētse [ho-ithuta Sesotho].	You ought to study Sesotho.
	Ha ^h -ho-joalō?	Isn't it so?
B:	Ho-joalō.	It is so.

C-2

A:	[Bēsa mollō].	
B:	Naa ke-tš ^h oanētse [ho-bēsa mollō]?	Should I light the fire?
A:	Ēē, u-tš ^h oanētse [ho-bēsa mollō].	

C-3

A:	(Has been visiting with B, now wants to leave)	
	Nakō e-ilē. Kē-tš ^h oanētse ho-tsamaea joalē.	The time has gone. I must go now.
B:	Ho-lokilē. Tsamaea hantlē.	

C-4

Nēsē:	Bōtlōlō ea-hao e-kae?	Where is your bottle?
A:	Ha ^h -ke-na bōtlōlō.	I don't have a bottle.
Nēsē:	U-tš ^h oanētse ho-tlisa bōtlōlō kamehla ha ^h -u-batla moriana. Ua-utloa?	You ought to bring a bottle everytime when you want medicine. Do you hear?
A:	Ēē, kē-utloa. Kē-tla e-tlisa.	Yes, I hear. I will bring it.

C-5

A: Thabô o-kae?

B: Hā-a-eô möna.

A: Hā-ke-re o-tšōanětse ho-ba tēng?

B: Ēē, o-tšōanětse ho-ba tēng,
empa hā-a-eô.

A: Le-mo-lebēlētse, hā-ke-re?

B: Ēē, re-mo-lebēlētse.

He ought to be here, shouldn't he?

Yes, he ought to be present, but he
is not (present).

You're expecting him, right?

Yes, we are expecting him.

C-6

A: Ba-re tichêrê ea-[Ken] hā-a-rate
ho-ruta.

B: Hā-ho-joalö. O-rata ho-ruta
haholo.

They say [Ken's] teacher doesn't like
to teach.

It is not that way. He likes to teach
very much.

C-7

A: Hoa-bata kantlê. Hā-ho-joalö?

B: Ho-joalö.

It is cold outside. Isn't it?

It is so.

C-8

A: U-ithütilê Sesotho?

B: Ēē.

A: Kēa-khōloa u-se-tseba hantlê.
Hā-ho-joalö?

B: Hā-ke-se-tsebe hantlê haholo.

Have you studied Sesotho?

C-9

A: Kēa-khōloa u-lapilê. Hā-ho-joalö?

B: Ho-joalö. Kē-lapilê haholo.

A: Lijô tsa-hao li-tēng ka-setōfong.

B: Kēa-lēboha.

Your food is here/there (present) on
the stove.

C-10

A: Ba-re tichêrê ea-[Ken] hā-a-rate
ho-ruta.

B: Kutloa joalö.

So I hear.

M-1

letsoai	Letsoai le-sëbëlišoa ho-noka lijô.	salt	Salt is used to season food.
tsoekere	Tsoekere e-sëbëlišoa ho-noka teë.	sugar	Sugar is used to sweeten tea.
pepere	Pepere e-sëbëlišoa ho-noka lijô.	pepper	Pepper is used to season food.

C-1

T: [Letsoai le]-sëbëlišoa ho-ëtsa'ng? What is [salt] used for?

S: Ho-noka lijô.

C-2

T: [Sesepa] ha-se-sëbëlišoe [Soap] isn't used to season food.
ho-noka lijô.

Lijô li-nokoa ka'ng? What is food seasoned with?

S: Lijô li-nokoa ka-[letsoai]. Food is seasoned with [salt].

M-2

sekôtlôlô	Sekôtlôlô se-sëbëlišoa ho-tsêla pööne.	basin	A basin is used to hold/ contain corn.
sejana	Sejana se-sëbëlišoa ho-tsêla lijô.	dish	A dish is used to hold food.
sethêbê	Sethêbê se-sëbëlišoa ho-tsêla phofo.	mat	A mat is used to hold flour.
khalase	Khalase e-sëbëlišoa ho-tsêla mëtsi.	glass	A glass is used to hold water.

C-3

T: [Sekôtlôlô se]-sëbëlišoa
ho-ëtsa'ng?

S: Ho-tsêla [pööne].

C-4

T: [Mokötlana] ha-o-sëbëlisoe
 ho-tsêla phofo.
 Phofo e-tsêloa kae?
 S: Phofo e-tsêloa [sethëbëng].

A [purse] isn't used to hold [flour].
 [Flour] is held by what?
 [Flour] is held by a [mat].

M-3

majoê	Majoê a-sëbëlisoa ho-haha matlo.	stones	Stones are used to build houses.
makôtê	Makôtê a-sëbëlisoa ho-haha matlo.	earth	Earth is used to build houses.
setene	Setene se-sëbëlisoa ho-haha matlo.	brick, block	Brick is used to build houses.
joang	Joang bo-sëbëlisoa ho-haha matlo.	grass	Grass is used to build houses.

C-5

T: [Majoê] a-sëbëlisoa ho-ët'sa'ng?
 S: Ho-haha [matlo].

M-4

ho-ët'sa bohôbê	Phofo e-sëbëlisoa ho-ët'sa bohôbê.	to make bread	Flour is used to make bread.
ho-kha mëtsi	Nkhô e-sëbëlisoa ho-kha mëtsi.	to draw water	A water pot is used to draw water.
ho-sila mabêlê	Leloala le-sëbëlisoa ho-sila mabêlê.	to grind sorghum	A millstone is used to grind sorghum.
ho-hlatsoa liphahlô	Sesepa se-sëbëlisoa ho-hlatsoa liphahlô.	to wash clothes	Soap is used to wash clothes.
ho-phêha lijô	Setôfo se-sëbëlisoa ho-phêha lijô.	to cook food	A stove is used to cook food.
ho-bësa mollô	Patsi e-sëbëlisoa ho-bësa mollô.	to make a fire	Firewood is used to make a fire.
ho-têmpa lengôlô	Setêmpê se-sëbëlisoa ho-têmpa lengôlô.	to stamp a letter	A stamp is used to stamp a letter.

C-6

T: [Patsi e]-sëbëlisoa ho-ëtsa'ng?

S: Ho-[bësa mollô].

C-7

S: Ha-ke-tsebe lentsoe lëna, lekhala.

Le-sëbëlisoa ho-ëtsa'ng?

T: Lekhala le-sëbëlisoa haholo

ke-Basotho, ba-ëtsa patsi

ka-lôna, mme hapê ba-ëtsa

litulô ka-lôna.

I don't know this word, "lekhala".

What is it used for?

The aloe is used a great deal by the

Basotho, they make firewood with it,

and they also make chairs with it.

M-1

<u>Teacher</u>	<u>Response</u>	
Ngôla ka-pêntsêlê.	Se-kaa ngôla ka-pêntsêlê.	Don't write with a pencil.
Tlisa köfi.	Se-kaa tlisa köfi.	Don't bring coffee.
Noa lebese.	Se-kaa noa lebese.	Don't drink milk.
Nka bohôbê.	Se-kaa nka bohôbê.	Don't take bread.
Bea nama möna.	Se-kaa bea nama möna.	Don't put the bread here.
Mamêla tichêrê.	Se-kaa mamêla tichêrê.	Don't listen to the teacher.
Botsa Susan.	Se-kaa botsa Susan.	Don't ask Susan.
Bitsa Ann.	Se-kaa bitsa Ann.	Don't call Ann.
Bua le-Mphô.	Se-kaa bua le-Mphô.	Don't speak with Mpho.
Fiêla ntlo.	Se-kaa fiêla ntlo.	Don't sweep the house.

C-1

T: U-ngôla ka'ng [John]?

[John]: Ka-pêntsêlê.

T: Se-kaa ngôla ka-pêntsêlê.

Don't write with a pencil.

Ngôla ka-pênê.

Write with a pen.

C-2

A: U-noa'ng?

B: Kê-noa köfi.

A: U-rata köfi ho-feta teë?

Do you like coffee better than tea?

B: Ê-ê, kê-rata teë ho-e-feta.

No, I like tea better.

A: Se-kaa noa köfi hê. Teë e-tëng.

Don't drink coffee then. There is tea.

Kê-ëna.

Here it is.

C-3

A: U-ea kae?

B: Kê-ea-lebënkëlëng.

A: Se-kaa ntsïea le-nna kê-ea tëng.

Don't leave me, I'm also going there.

B: Phakisa.

Hurry.

C-4

- A: Kẹ-kopa ho-ea [Warner Springs]. I'm asking to go to [Warner Springs].
- Mookamēli: U-batla ho-ea neng [Warner Springs]?
A: Hosasa.
- Mookamēli: Se-kaa ea hosasa. U-tla ea ka-mosô. Don't go tomorrow. You will go later.
Hosasa re-na le-mosëbëtsi ö-mongata. Tomorrow we have a lot of work.
- A: Ho-lokilë hê. Kẹ-tla ea ka-mosô.

M-2

<u>Teacher</u>	<u>Response</u>	
Mo-fê lijô.	Se-kaa mo-fa lijô.	Don't give him food.
Re-fê chêlêtê.	Se-kaa re-fa chêlêtê.	Don't give us money.
Mphê lipömpöng.	Se-kaa mpha lipömpöng.	Don't give me candy.
Mpitsê.	Se-kaa mpitsa.	Don't call me.
Re-bitsê.	Se-kaa re-bitsa.	Don't call us.
Ntefê.	Se-kaa ntefa.	Don't pay me.
E-nkê.	Se-kaa e-nka.	Don't take it.
E-bêhê setulöng.	Se-kaa e-bêha setulöng.	Don't put it on the chair.

C-5

- A: Kẹ-nka [buka ëna]. I'm taking this book.
- B: Ê-ê, se-kaa [e]-nka. Kẹ-batla ho-[e-bala]. No, don't take it. I want to read it.

C-6

- A: [Baki] ea-hao e-kae? Where is your [jacket]?
B: Kẹ-ëna. Kẹ-e-bëilë fatšë. Here it is. I put it down.
A: Se-kaa e-bea fatšë. E-bêhê [setulöng]. Don't put it down. Put it on the [chair].

M-3

fiêla	Fiêla tjëna.	Sweep like this/this way.
tantša	Tantša tjëna.	Dance like this.
bina	Bina tjëna.	Sing like this.
silä	Silä tjëna.	Grind like this.
ëtsa	Ëtsa tjëna.	Do like this.
lula	Lula tjëna.	Sit like this.
tena	Tena tjëna.	Dress (trousers) like this.
êma	Êma tjëna.	Stand like this.
ja	Jaa tjëna.	Eat like this.
roala nkhô	Roala nkhô tjëna.	Carry a pot (on the head) like this.
apara kobô	Apara kobô tjëna.	Wear a blanket like this.
tšoara molamu	Tšoara molamu tjëna.	Grasp a stick like this.

C-7

- A: Se-kaa [fiêla] joalö, [Bill]. Don't [sweep] that way, [Bill].
 [fiêla] tjëna. (Demonstration [Sweep] like this.
 follows).
- B: Ho-lokilë.

Molato ke'ng? is a reaction to any unusual behavior (accident, sudden illness, child crying, quarrel, argument, fight, etc.) It is a way of starting the conversation in such an instance. Cf. Cycle 105.

C-1

- A: (Finding B ill-disposed) Molato ke'ng? What's wrong (lit: Fault it is what?)
- B: K̑a-kula.
- A: U-jooa ke'ng?
- B: K̑-t̑sȏroe ke-mala haholo. I have a bad stomach ache.

C-2

- A: (Hearing Susan scream in the other room) Susan, molato ke'ng?
- [Susan]: K̑-it̑š̑hil̑ ka-thipa. I have cut myself with a knife.
- A: U-it̑š̑hil̑ kae? Where did you cut yourself?
- [Susan]: K̑-it̑š̑hil̑ monoana. I've cut my finger.

C-3

- A: (To child who comes crying) Molato ke'ng?
- Child: K̑-oele. I have fallen.
- A: Thola. U-tla f̑la. Be quiet. You will recover.

C-4

- A: (To child who comes crying) Molato ke'ng?
- Child: [Tseb̑] o-nk̑t̑lil̑. Tsebo hit me.
- A: Thola. O-tla shapuo. Be quiet. He will be beaten.

C-5

- A: (Comes to the dining hall late and finds everybody still waiting for it to open) Molato ke'ng?
- B: Ba-lȋhil̑ ho-ph̑ha. They are late/delayed with the cooking.

A: Hobane'ng?

B: Linôtlôtlô li-lahlëhilë.

The keys are lost.

C-6

A: (Finds friend trying to get into his
house through a window)

Molato ke'ng?

B: Senôtlôtlô se-lahlëhilë.

The key is lost.

M-1

bongaka	Mosëbëtsi oa-ka <u>ke</u> -bongaka.	"doctoring"	My work is "doctoring".
bonêê	Mosëbëtsi oa-ka <u>ke</u> -bonêê.	nursing	My work is nursing.
bopölesa	Mosëbëtsi oa-ka <u>ke</u> -bopölesa.	"policing"	My work is "policing".
bolemi	Mosëbëtsi oa-ka <u>ke</u> -bolemi.	ag extension	My work is ag extension.
botichêê	Mosëbëtsi oa-ka <u>ke</u> - botichêê.	teaching	My work is teaching.
boruti	Mosëbëtsi oa-ka <u>ke</u> -boruti.	ministry	My work is the ministry.
borêna	Mosëbëtsi oa-ka <u>ke</u> -borêna.	chieftain- ship	My work is that of a chief.

C-1

- A: U-sëbëtsa'ng? What do you do?
 B: Nna?
 A: Èê.
 B: Mosëbëtsi oa-ka ke-[bongaka].

C-2

- A: Naa u-rata [bonêê]?
 B: Ê-ê, [bonêê] hâ-ke bo-rate haholo.
 A: U-rata'ng haholo?
 B: Kê-rata [bongaka] ho-bo-feta. I like ["doctoring"] better than it.

C-3

- A: U-sëbëtsa'ng?
 B: Kê-[lepölesa].
 A: U-rata [bopölesa] haholo.
 B: Ê-ê, hâ-ke bo-rate haholo. Kê-rata
 [bolemi] ho-feta [bopölesa].

C-4

- A: Naa u-kêna sekölö sa-[boruti]? Are you attending theological school?
 B: Hâ-ke-kêne sekölö sa-[boruti], I'm not attending theological school,
 kê-kêna sa-[botichêê]. I'm attending the teacher training
 (school).

C-5

A: U-tsoa lebënkëlëng?

B: Èë.

A: U-tsoa rêka'ng?

B: Kë-tsoa rêka [borikhoë].

What do you come from buying?

I come from buying [trousers].

C-6

A: Kobô e-ëtsoa ka'ng?

B: Ka-bôea.

A: Ka-bôea ba'ng?

B: Ba·nku.

With what is your blanket made?

With wool.

With wool of what?

Sheep's [wool].

M-1

monyakô	Ke-koalê monyakô?	door	Should/may I close the door?
lengôlô	Ke-koalê lengôlô?	letter	Should/may I seal the letter?
mokôtlana	Ke-koalê mokôtlana?	purse	Should/may I shut the purse?

C-1

A: Hoa-bata. Ke-koalê monyakô?

It is cold. Okay if I shut the door?

B: ĒĒ, koala.

M-2

bitsê	Ke-mo-bitsê?	Should/may I call him?
thusê	Ke-mo-thusê?	Should/may I help him?
romê	Ke-mo-romê?	Should/may I send him?
latê	Ke-mo-latê?	Should/may I fetch him?

C-2

T: [John] o-kae?

Susan: O-lebalëng. Ke-mo-bitsê?

He is at the playground. Should I call him?

T: ĒĒ, mo-bitsê.

M-3

lijöng	Ke-eê lijöng?	dining hall	May I go to the dining hall?
selibëng	Ke-eê selibëng?	well, spring	May I go to the well?
morënëng	Ke-eê morënëng?	place of the chief	May I go the (place of the) chief?

C-3

A: Ke-eê [lijöng]?

May I go to the [dining hall]?

B: U-qëtilë ho-sëbëtsa?

Have you finished working?

A: ĒĒ, ke-qëtilë.

B: Ho-lokilë. Tsamaea.

C-4

A: Re-eê [seliběng]?

May we go to the well?

B: Le-batla ho-ea hôna joalë?

Do you want to go right away?

A: Ěë.

B: Ho-lokilë. Tsamaeang.

C-5

A: Ke-khannê kölöi ěë?

May I drive this car?

B: Ê-ê, se-kaa e-khanna.

No, don't drive it.

C-6

A: Ke-nkê buka ěë?

May I take this book?

B: U-e-isa kae?

What are you going to do with it?

A: Ke-batla ho-e-bala.

B: Ěë, e-nkê.

Yes, take it.

C-7

A: Ke-bêhê [baki] ěë kae?

Where should I put this [coat]?

B: Ê-bêhê setulöng.

C-8

A: Ke-lapilë, ke-batla [bohôbê].

Should I make some?

B: Ke-[bo]-phêhê?

Yes, make a fire.

A: Ěë, bësa mollô.

B: Ke-bësë ka'ng? Patsi ha-e-eô.

What should I make it with? There's
no firewood.

A: Bësa ka-mashala kapa lisu.

Make it with coal or with cow dung.

M-1

<u>Teacher</u>	<u>Response</u>	
Ha u-palama pêrê	Ha u-palama pêrê, u-ëtsa joang?	When you ride a horse, what do you do?
Ha u-toma pêrê	Ha u-toma pêrê, u-ëtsa joang?	When you bridle a horse, what do you do?
Ha u-qhanêha pêrê	Ha u-qhanêha pêrê, u-ëtsa joang?	When you saddle a horse, what do you do?

M-2

toma	Kê-toma pêrê ka-tomô.	bridle	I bridle a horse with a bridle.
qhanêha	Kê-qhanêha pêrê ka-sale.	saddle	I saddle a horse with a saddle.

C-1

- A: U-[toma] pêrê ka'ng.
 B: Kê-e-[toma] ka-[tomô].
 Or: Ka-[tomô].

C-2

- T: [Bill], u-tseba ho-palama pêrê?
 [Bill]: Eë, kqa-tseba.
 T: Ha u-palama pêrê u-ëtsa joang?
 [Bill]: Kqa-e-toma.
 T: U-e-toma ka'ng?
 [Bill]: Kê-e-toma ka-tomô.
 Or: Ka-tomô.

M-3

<u>Teacher</u>	<u>Response</u>	
Ha u-qêta ho-toma pêrê	Ha u-qêta ho-toma pêrê, u-ëtsa joang?	When you finish bridling a horse, what do you do?
Ha u-qêta ho-qhanêha pêrê	Ha u-qêta ho-qhanêha pêrê, u-ëtsa joang?	When you finish saddling a horse, what do you do?
Ha u-qêta ho-palama pêrê	Ha u-qêta ho-palama pêrê, u-ëtsa joang?	When you finish riding a horse, what do you do?

M-4

qhanêha	Kɛa-e-qhanêha.	saddle	I'm saddling it (the horse).
hôrôta	Kɛa-e-hôrôta.	cinch	I'm cinching it.
qhanolla	Kɛa-e-qhanolla.	unsaddle	I'm unsaddling it.

C-3

T: [Bill], ha-u-qêta ho-[toma] pêrê
u-ëttsa joang?

[Bill]: Kɛa-e-[qhanêha].

C-4

Do C-3.

T: U-qhanêha pêrê ka'ng?

[Bill]: Ka-sale.

C-5

<p>T: [Bill], hlalosa hore naa ha<u>-u</u>- palama pêrê u-ëttsa joang.</p> <p>[Bill]: Kɛ-e-toma ka-tomô. Kɛ-bêha tlelêki holima pêrê. Kɛ-bêha sale. Kɛa-hôrôta. Kɛa-palama.</p>	<p>[Bill], explaining what you do when you ride a horse.</p> <p>I bridle it with a bridle.</p> <p>I put a saddle blanket on the horse.</p> <p>I put (on) the saddle.</p> <p>I cinch (it).</p>
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M-1

<u>Teacher</u>	<u>Response</u>	
<u>Ke</u> -koalê monyakô?	Naa u-batla hore <u>ke</u> -koalê monyakô?	Do you wish that I shut the door?
<u>Ke</u> -mo-bitsê?	Naa u-batla hore <u>ke</u> -mo-bitsê?	Do you wish that I call him?
<u>Ke</u> -khannê kölöi ëë?	Naa u-batla hore <u>ke</u> -khannê kölöi ëë?	Do you wish that I drive this car?
<u>Ke</u> -nkê buka ëë?	Naa u-batla hore <u>ke</u> -nkê buka ëë?	Do you wish that I take this book?

C-1A: Ke-[koalê monyakô]?

B: U-re'ng?

A: Kê-re naa u-batla hore
ke-[koalê monyakô].

I said do you want me to [shut the door]?

B: Êë, [koala].

C-2

A: [John] o-kae?

B: O-öfising. Ke-mo-bitsê?

A: U-re'ng?

B: Kê-re naa u-batla hore ke-mo-bitsê.

A: Ê-ê, mo-tlohêlê. Se-kaa mo-bitsa. No, leave him alone. Don't call him.

M-2thusê Kê-batla hore u-thusê [John].

I want you to help [John].

latê Kê-batla hore u-latê [John].

I want you to fetch [John].

bitsê Kê-batla hore u-bitsê [John].

I want you to call [John].

lefê Kê-batla hore u-lefê [John].

I want you to pay [John].

shapê Kê-batla hore u-shapê [John].

I want you to beat [John].

C-3A: Kê-batla hore u-[thusê] [John].B: U-batla hore ke-[thusê] [John]?

A: Êë, hôna joalë.

B: Ho-lokilë, kê-tla mo-[thusa].

C-4A: U-batla hore ke-ëtse joang?

What do you want me to do?

B: K_g-batla hore u-bitsê [John].M-3

chakêlê	U-batla (hore) <u>ke</u> -u-chakêlê neng?	When do you want me to call you?
thusê	U-batla (hore) <u>ke</u> -u-thusê neng?	When do you want me to help you?
bitsê	U-batla (hore) <u>ke</u> -u-bitsê neng?	When do you want me to call you?
lefê	U-batla (hore) <u>ke</u> -u-lefê neng?	When do you want me to pay you?

C-5A: U-batla ke-u-[chakêlê] neng?B: K_g-batla u-[tlê] [ka-Sontaha].

I want you to [come] [on Sunday].

C-6

A: U-tla nchakêla neng?	When will you visit me?
B: Ha- <u>ke</u> -tsebe. U-batla <u>ke</u> -u-chakêlê neng?	I don't know. When do you want me to visit you?
A: K _g -batla hore <u>u</u> -tlê [ka-Sontaha].	I want you to come [on Sunday].
B: Öö, ho-lokilê. K _g -tla tla.	
A: U-tla fihla ka-nakô efe?	
B: K _g -tla leka ho-fihla ka-12:00.	
A: Ho-lokile hê. K _g -tla u-lebêlla.	Okay, then. I will expect you.

C-7

S ₁ : Naa u-tseba ho-bala ka-Sesotho?	Do you know how to count in Sesotho?
S ₂ : Ēē kea-tseba. Uēnaa?	Yes, I know. And you?
S ₁ : Nna ha- <u>ke</u> -tsebe.	
S ₂ : U-batla hore <u>ke</u> -u-rutê ?	Do you want me to teach you?
S ₁ : Ēē, k _g -batla hore u-nthutê.	Yes, I want you to teach me.
S ₂ : Ho-lokilê. Tlöö <u>ke</u> -u-rutê.	Okay. Come, I will teach you.

C-8

A: Ak'u nthusê.

B: U-batla hore ke-u-thusê ka'ng?

Or: Ke-u-thusê ka'ng?

A: U-nkalimê chêlêtê.

That you lend me [money].

C-9

A: Ke-kopa hore u-mphêpê.

I want that you feed me.

B: Ke-u-fêpê'ng?

I should feed you what?

A: U-mphepê lijô.

You should feed me food.

B: Kga-utloa. Lula fatšê, kg-tla
u-fêpa.

C-10

A: Naa u-lumêla hore [ba-palamê
kajëno]?

B: Kga-lumêla.

M-1

rêka koae H_ä-ke-eö rêka koae.
lata moriana H_ä-ke-eö lata moriana.
ruta Sesotho H_ä-ke-eö ruta Sesotho.
kha mëtsi H_ä-ke-eö kha mëtsi.

I'm not going to buy tobacco.
I'm not going to fetch
medicine.
I'm not going to teach
Sesotho.
I'm not going to draw water.

C-1

A: U-il'o [kha mëtsi]?

Are you going [to draw water]?

B: Ê-ê, h_ä-ke-eö [kha mëtsi].

C-2

A: U-ca lebënkölëng?

B: Êë.

A: U-il'ö rêka koae?

B: Ê-ê, h_ä-ke-eö rêka koae.

A: U-il'ö rêka'ng?

B: H_ä-ke-eö rêka lethô.

C-3

A: U-il'ö lata moriana ngakëng?

B: Ê-ê, h_ä-ke-eö lata moriana.

A: U-il'ö ëtsa joang?

B: K_ë-batla ho-bua le-ngaka.

C-4

A: Naa u-il'ö ruta Lesotho?

B: Ê-ê, h_ä-ke-eö ruta.

A: U-tla sëbëtsa'ng?

B: K_ë-tla sëbëtsa sepetlele.

I will work at the hospital.

C-5

A: U-ea kae?

B: Kẹ-ea seliběng.

I'm going to the well/spring.

A: U-il'ö kha mětši?

B: Ê-ê, hẹ-ke eö kha mětši

Kẹ-il'ö bitsa [mmê].

M-2

rêka setêmpê Hẹ-ke-tlöö rêka setêmpê.

I'm not coming to buy a stamp.

khanna kölöi Hẹ-ke-tlöö khanna kölöi.

I'm not coming to drive a car.

ruta Hẹ-ke-tlöö ruta.

I'm not coming to teach.

C-6

A: U-tlil'ö rêka setêmpê pösöng möö?

Are you coming here to the post office to buy a stamp?

B: Ê-ê, hẹ-ke-tlöö rêka setêmpê.

A: U-tlil'ö ętsa joang?

B: Kẹ-tlil'ö pōsa mangôlô.

I'm coming to post some letters.

C-7

A: Kẹ-uêna eaa tlil'ö khanna kölöi ęt? Is it you that is coming to drive this car?

B: Mang? Nna?

A: Ễ.

B: Ê-ê, hẹ-ke-tlöö khanna kölöi.

Hẹ-ke-tsebe ho-khanna kölöi.

M-1

pênê	Mphê pênê <u>ke</u> -ngolê.
koranta	Mphê koranta <u>ke</u> -balê.
kobô	Mphê kobô <u>ke</u> -aparê.
chêlêlê	Mphê chêlêlê <u>ke</u> -rêkê lijô.
letsoai	Mphê letsoai <u>ke</u> -nokê nama.
setêmpê	Mphê setêmpê <u>ke</u> -têmpê lengôlô.
patsi	Mphê patsi <u>ke</u> -bësê molîô.
êmêrê	Mphê êmêrê <u>ke</u> -khê mëtsi.
katiba	Mphê katiba <u>ke</u> -e-roalê.
nkhô	Mphê nkhô <u>ke</u> -lekê ho-e-roala.

Give me a pen so that I
can write.
Give me a newspaper so that
I can read.
Give me a blanket so that
I can dress.
Give me money so that I
can buy food.
Give me salt so that I can
season the meat.
Give me the stamp so that
I can stamp the letter.
Give me firewood so that I
can light a fire.
Give me a bucket so that I
can draw water.
Give me a hat so that I
can put it on.
Give me a water pot so
that I can try to carry it.

C-1

A: Mphê [kobô] ke-[aparê].
B: Nka ke-[ëna].

C-2

A: Naa u-rëkilë nama?
B: Ê-ê, mphê chêlêlê ke-e-rêkê.
A: E-joang? E-turu?
B: Ê-ê, e-chipí.

How much is it? Is it expensive?

C-7

A: Naa lijô li-lokilë?

Is the food ready?

B: Ēë.

A: Re-fê hê, re-jê.

Give us (some) then, so that we can eat.

C-8

[Susan]: Kẹ-batla ho-palama pêrê ëna.

[Bill]: Ēë, e-palamê.

[Susan]: E-tsoarê, ke-palamê.

Hold it, so that I can mount.

[Bill]: Kẹ-e-tsoëre, palama.

I'm holding it, mount.

M-2

utloa	Thola re-utloê.	hear	Be quiet so that
ithuta	Thola re-ithutê.	learn	Be quiet so that
bina	Thola re-binê.	sing	Be quiet so that

C-3

- A: Thola re-utloê. Ke-mang eaa-bitsang? Be quiet so that we can hear. calling?
- B: Ke-[John].
- A: O-bitsa mang?
- B: O-bitsa [Susan].

M-3

tloha	Tloha monyakô, <u>ke</u> -kênê.	leave, go away	Get out of the from so I can see
bula	Bula monyakô, <u>ke</u> -kênê.	open	Open the door. I can come

C-4

- A: Tloha monyakô, ke-kênê.
- B: U-batla'ng?
- A: Ke-tlil'ô nka [buka] ea-ka. I'm coming to get my [book].
- B: (Gets out of the doorway.)

C-5

- A: (To B who is inside a closed door) Ke-mang eaa-koëtseng monyakô? Who has shut the door?
- B: Ke-[Susan].
- A: [Susan], bula ke-kênê. [Susan], open up so that I can

C-6

- A: Ke-batla ho-tsamaea.
- B: Ke-ea le-uêna. Êma re-tsamaeê. I'm going with you. Stand, so
- A: Ntsoarê, ke-êêê. Give me a hand, so I can stand.

M-2

tomô	Mphê tomô le-nna ke-tomê ëna.	bridle	Give me the bridle, let me also bridle this one.
sale	Mphê sale le-nna ke-qhanêhê ëna.	saddle	Give me the saddle, let me also saddle this one.

C-3

Moithaopi:	Mphê [tomô] le-nna ke-[tomê] ëna.		
Mosotho:	U-tla e-[toma] hantlê?		
Moithaopi:	Ha-ke-tsebe. Ke-leka. (Bridles the horse) Ke-e-[tomme] joang?		I don't know. I'll try. (...) How have I bridled it?
Mosotho:	U-e-[tomme] hantlê.		You have bridled it well.

C-4

Mosotho:	U-tseba ho-[toma] pêrê joalë?		
Volunteer:	Ëë, ke-tseba.		
Mosotho:	Hapê u-tseba'ng?		What else do you know?
Volunteer:	Ke-tseba ho-qhanêha pêrê le-ho-e-palama.		I know how [to saddle and ride].

C-5

Volunteer:	Ha-u-qhanêha pêrê, u-ëtša joang?		
Mosotho:	Shêba. Ke-qhanêha. Ke-bêha tlelëki holima pêrê. Ke-bêha sale. Joalë ke-hôrôta. U-bône?		Look. I'll put the saddle on. I put the saddle blanket on the horse. I put the saddle on. Then I cinch it. Did you see?
Volunteer:	Ëë. Ke-bône.		Yes, I've seen.

Cycle 128 Bridle it, let me see.

128-1

The setting for this cycle is the corral. If the lesson is taught in the classroom, there should be an opportunity later (planned) to apply what has been learned here. Review cycle 124 in preparation for this cycle.

M-1

toma	U-tseba ho-toma pêrê?	bridle	Do you know (how) to bridle a horse?
qhanêha	U-tseba ho-qhanêha pêrê?	saddle	Do you know (how) to saddle a horse?
hôrôta	U-tseba ho-hôrôta pêrê?	cinch	Do you know (how) to cinch a horse?
qhanolla	U-tseba ho-qhanolla pêrê?	unsaddle	Do you know (how) to unsaddle a horse?

C-1

Mosotho:	U-tseba ho-[qhanêha] pêrê?	
PCV:	Hā-ke-tsebe fêêla u-tla mpöntša.	I don't know, only you will show me.

M-2

toma	E-tomê, kẹ-bônê.	bridle	Bridle it, so that I can see.
qhanêha	E-qhanêhê, kẹ-bônê.	saddle	Saddle it, so that I can see.
hôrôta	E-hôrôtê, kẹ-bônê.	cinch	Cinch it, so that I can see.
qhanolla	E-qhanollê, kẹ-bônê.	unsaddle	Unsaddle it, so that I can see.

C-2

Mosotho:	Naa u-tseba ho-palama?	
PCV:	Ê-ê hā-ke-tsebe, fêêla kẹ-batla ho-ithuta. U-[toma] pêrê ka'ng?	
Mosotho:	Ka-[tomô].	
PCV:	U-e-[toma] joang? E-[tomê], kẹ-bônê.	
Mosotho:	(Bridling the horse) Kẹ-e-[toma] tjëna.	I [bridle] it this way

M-1

<u>Teacher</u>	<u>Response</u>	
Ke-John. O-ithuta Sesotho.	Ke-John eaa ithutang Sesotho.	It is John who is studying Sesotho.
Ke-Phiri. O-ithuta Senyesemane.	Ke-Phiri eaa ithutang Senyesemane.	It is Phiri who is studying English.
Ke-motho. O-ithuta Sefora.	Ke-motho eaa ithutang Sefora.	He is a person who is studying French.
Ke-Bill. O-lula Leribê.	Ke-Bill eaa lulang Leribê.	It is Bill who is living in Leribe.
Ke-nêê. O-ea töröpöng.	Ke-nêê eaa eang töröpöng.	It is the nurse who is going to town.
Ke-Ann. O-sëbëtsa sepetlele.	Ke-Ann eaa sëbëtsang sepetlele.	It is Ann who is working at the hospital.
Ke-mosali. O-sila pööne.	Ke-mosali eaa silang pööne.	There is a woman who is grinding corn.
Ke-monna. O-ea pitsöng.	Ke-monna eaa eang pitsöng.	There is a man who is going to a "pitso" (an outdoor meeting).
Ke-[Linêê]. O-apëre kobô.	Ke-[Linêê] eaa apëreng kobô.	It is [Dineo] who is wearing a blanket.
Ke-ntatë. O-palame pêrê.	Ke-ntatë eaa palameng pêrê.	It is (my) father who is mounted on a horse.
Ke-mosali. O-sëbëtsa le-mmê.	Ke-mosali eaa sëbëtsang le-mmê.	She's the woman who works with (my) mother.
Ke-[Tankisô]. O-tsoa ngakëng	Ke-Tankisô eaa tsoang ngakëng.	It is [Tankisô] who is coming from the doctor's (place).

C-1

Naa ke-[Susan] eaa [sëbëtsang sepetlele]?

Ê-ê, ke-[Ann] eaa [sëbëtsang sepetlele].

Hä-se-[Susan].

C-2

Ke-mang eaa [apëreng kobô]? Ke-[Mamêlîô]?

Ê-ê, ke-[Linêô] eaa [apëreng kobô].

[Mamêlîô o-apëre jase].

C-3

U-ea le-mang töröpöng?

Kẹ-ea le-[mosali] eaa sêbëtsang le-[mnê].

C-4

Ke-[Tankisô] eaa [tsoang ngakëng]?

Ê-ê, kẹ-nna eaa-[tsoang ngakëng].

Tankisô eëna [o-tsoa] kae?

Kea-khôloa o-[tsoa lebënkëlëng].

M-2

Use pictures 1, 2, 3 and 5 for the following:

<u>Teacher</u>	<u>Response</u>	
<u>Kẹ</u> -bôna mosali. O-sila pööne.	<u>Kẹ</u> -bôna mosali eaa silang pööne.	I see a woman who is grinding corn.
<u>Kẹ</u> -bôna mosali. O-pëpilë ngoana.	<u>Kẹ</u> -bôna mosali eaa pëpilëng ngoana.	I see a woman who is carrying a child.
<u>Kẹ</u> -bôna molisana. O-palame tönki.	<u>Kẹ</u> -bôna molisana eaa palameng tönki.	I see a herdboy who is mounted on a donkey.
<u>Kẹ</u> -bôna molisana. O-tşöëre molamu.	<u>Kẹ</u> -bôna molisana eaa tşöëreng molamu.	I see a herdboy who is holding a stick.
<u>Kẹ</u> -bôna monna. O-tşöëre molamu.	<u>Kẹ</u> -bôna monna eaa tşöëreng molamu.	I see a man who is holding a stick.
<u>Kẹ</u> -bôna mosali. O-roëtse tuku.	<u>Kẹ</u> -bôna mosali eaa roëtseng tuku.	I see a woman who is wearing a headscarf.
<u>Kẹ</u> -bôna mosali. O-roëtse nkhô.	<u>Kẹ</u> -bôna mosali eaa roëtseng nkhô.	I see a woman who is carrying a waterpot.
<u>Kẹ</u> -bôna mosali. O-tlammë ngoana ka-kobô.	<u>Kẹ</u> -bôna-mosali eaa tlammeëng ngoana ka-kobô.	I see a woman who has tied the baby with a blanket (on her back).

C-5

A: Setšoantsöng sêë u-bona'ng?

B: Setšoantsöng sêna kẹ-bôna [mosali] eaa
[silang pööne].

C-6

A: U-bôna motho eaa êtsang joang möö?

B: Kẹ-bôna [molisana] eaa [palameng tönki].

S: Ak'u hlalosê hore naa u-tlilê joang
mōna.

Please explain how you came here.

T: Kẹ-tlilê ka-sefofane.
Kẹ-ilê ka-se-palama Masëru.
Sa-leba Khautëng.
Ha-re-fihla Khautëng ra-palama
sa-"Pan Amërican".
Ra-leba Kinshasa, Congo.
Ha-re-tloha Kinshasa, ra-kêna
Lagos, Nigeria.
Ha-re-tloha têng, ra-êma Accra, Ghana.

Ha-re-tloha Accra, ra-kêna Monrovia,
ra-kêna Dakar, joalê ra-tla-fihla
New York.

I came by airplane.
I boarded it in Maseru.
It headed for Johannesburg.
When we got to Johannesburg, we
boarded (a plane of) Pan American.
We headed for Kinshasa, Congo.
When we left Kinshasa, we arrived
at Lagos, Nigeria.
When we left there, we stopped in
Accra, Ghana.

When we left Accra, we arrived at Monrovia,
we arrived at Dakar, and we came and
arrived in New York.

Ha-re-fihla New York, re-ilê
ra-phomola hôtëlëng matsatsi
a-mararo.

When we arrived in New York, we stayed
(rested) in a hotel for three days.

Ra-chakêla libaka tsë-ngata.
Ra-bôna linthô tsë-ngata.
Ra-bôna mehaho ë-melêlêlê.
Ra-bôna marôkhô a-mangata.
Hapê ra-bôna le-makölôi a-mangata.
Ra-chakêla "United Nations", mme
ra-bôna mehahô ë-metlê.

We visited many places.
We saw many things.
We saw tall buildings.
We saw many bridges.
Also we saw many cars.
We visited the United Nations, and we
saw a nice buildings.

Re-ilê ra-tloha New York kamora
matsatsi a-mararo.

We left New York after three days.

Ra-tloha têng ka-sefofane hapê.
Ha-re-tloha têng, ra-fihla Chicago.
Ha-re-tloha Chicago, ra-fihla
Los Angeles.
Ha-re-tloha Los Angeles, ra-tla
fihla mōna San Diego.

We left there by airplane also.
When we left there, we arrived in Chicago.
When we left Chicago, we arrived in
Los Angeles.
When we left Los Angeles, we came and
arrived here in San Diego.

M-1

Use pictures 1 and 2 for the following:

<u>Teacher</u>	<u>Response</u>	
Ke-sefatê. Se-thuntsë,	Ke-sefatê sêë thuntsëng.	It's a tree which is blooming.
Ke-sethêbê. Se-tšëtse phofo.	Ke-sethêbê sêë tšëtseng phofo.	It's a mat which contains flour.
Ke-sekôtlôlô. Se-tšëtse pööne.	Ke-sekôtlôlô sêë tšëtseng pööne.	It's a basin which contains corn.

C-1

A: Setšoantsöng sêë u-bôna'ng?

B: Kẹ-bôna [sefatê sêë thuntsëng].

C-2

A: U-bôna'ng möö?

B: Kẹ-bôna sefatê.

A: Ke-sefatê sêë joang?

It is a tree that (is doing) what?

(Lit: It is a tree which is how?)

B: Ke-sefatê sêë thuntsëng.

C-3

A: Ka-pele ho-leloala u-bôna'ng?

What do you see near the millstone?

B: Kẹ-bôna sethêbê sêë tšëtseng phofo.

A: Pela leloala u-bona'ng?

What do you see in front of the
millstone?

A: Kẹ-bôna sekôtlôlô sêë tšëtseng pööne.

M-2

Use pictures 1, 2, 3 and 5 for the following:

Ke-lejoê. Le-bitsoa
leloala.

Ke-lejoê lëë bitsoang
leloala.

It's a stone which is called
"a millstone".

Ke-leloala.. Le-sëbëlisoa ho-sila.	Ke-leloala lëë sëbëlisoaang ho-sila.	It's millstone which is used for grinding.
Ke-nthô. E-bitsoa tšepe.	Ke-nthô ëë bitsoang tšepe.	It's a thing which is called "a bell" (lit: iron).
Ke-nthô. E-tšëtse pööne.	Ke-nthô ëë tšëtseng pööne.	It's a thing which contains corn.
Ke-nkhô. E-tšëtse mëtsi.	Ke-nkhô ëë tšëtseng mëtsi.	It's a waterpot which contains water.
Ke-phôôfôlô. E-ratoa ke-bashanyana.	Ke-phôôfôlô ëë ratoang ke-bashanyana.	It's an animal which is liked by the boys.
Ke-phôôfôlô. E-thapilë hantlê.	Ke-phôôfôlô ëë thapilëng hantlê.	It's an animal which is very tame.

C-4

A: Setšoantsöng sëë u-bôna'ng?

B: Kë-bôna [lejoê lëë bitsoang leloala].

C-5

A: Leloala ke'ng?

B: Ke-lejoê lëë sëbëlisoaang ho-sila.

C-6

A: Tönki ke'ng?

B: Ke-phôôfôlô ëë [ratoang ke-bashanyana].

C-7

A: Mosali o-roëtseng?

B: O-roëtse nkhô.

A: O-roëtse nkhô ëë tšëtseng eng?

B: O-roëtse nkhô ëë tšëtseng mëtsi.

M-1

Use a coat hanger, a piece of string and a tie to demonstrate the following:

kôba	Kɛ-kôba terata.	bend	I'm bending the wire.
köbolla	Kɛ-köbolla terata.	unbend	I'm unbending the wire.
thata	Kɛ-thata khoêlê.	wind	I'm winding the string.
thatolla	Kɛ-thatolla khoêlê.	unwind	I'm unwinding the string.
fasa	Kɛ-fasa thae.	tie, fasten	I'm tying the necktie.
fasolla	Kɛ-fasolla thae.	untie, unfasten	I'm untying the necktie.

C-1

S: U-ëtsa joang?

T: Kɛ-[kôba terata].

C-2

S: U-ëtsa joang?

T: Kɛ-[köbolla terata].

S: Hɛ-kɛa-utloa.

U-re u-ëtsa joang?

You say you are doing what?

T: Kɛ-re, kɛ-[köbolla terata].

C-3

T: (Putting the [wire] on the table).

Kɛ-mang eaa batlang ho-[kôba
terata]?

Who wants to [bend the wire]?

S₁: Kɛ-nna eaa batlang ho-e-[kôba].

It is I who wants to bend it.

T: E-nkê u-e-[kôbê].

Take it and [bend] it.

S₁: (Takes the [wire] and [bends] it).

Kɛ-[kôba terata].

C-4

T: E-bêhê tafolèng. (Student puts it
on the table).

Ke-mang eaa batlang ho-[köbolla terata]?

S₂: Kẹ-nna eaa batlang ho-e-[köbolla].

T: E-nkê u-e-[köbollê].

S₂: (Unbends it)

T: U-ëtsa joang?

S₂: Kẹ-[köbolla terata].

T: (To the class) O-ëtsa joang?

Class: O-[köbolla terata].

C-5

A: [John] o-fasitsë thae kajëno?

Is John wearing a tie today?

B: Êë.

A: Ha-ho-chesa, o-tla e-ëtsa joang?

When it is hot, what will he do with it?

B: O-tla e-fasolla.

M-2

qhanolla Kẹ-e-qhanolla.

unsaddle I'm unsaddling it.

tomolla Kẹ-e-tomolla.

unbridle I'm unbridling it.

tlamolla Kẹ-e-tlamolla.

untie, loosen I'm untying it.

hörötolla Kẹ-e-hörötolla.

uncinch I'm uncinching it.

C-6

PCV: Ha-u-qêta ho-palama pêrê,
u-ëtsa joang?

Mosotho: Kẹ-e-[qhanolla].

C-7

Mosotho: U-tseba ho-[qhanolla] pêrê?

PCV: Ê-ê, ha-ke-tsebe.

Mosotho: Kẹ-tla u-böntsa. Talima hê.

I will show you. Watch now. I'm

Kẹ-e-[qhanolla].

unsaddling it.

M-3

sale	Kẹ-tlosa sale pĕrĕng.	saddle	I'm removing the saddle from the horse.
tlelĕki	Kẹ-tlosa tlelĕki pĕrĕng.	saddle	I'm removing the saddle
		blanket	blanket from the horse.

C-8

PCV:	Hlalosa hore naa ha-u-qhanolla pĕrĕ u-ĕtsa joang.	Explain what you do when you unsaddle a horse.
Mosotho:	Kẹ-tlamolla hĕrĕtĕ. Kẹ-tlosa sale pĕrĕng. Kẹ-tlosa tlelĕki. Kẹa-e-tomolla.	

C-9

A:	Ha-u-tlama hĕrĕtĕ u-ĕtsa joang?	When you tighten a cinch, what do you do?
B:	Kẹa-hĕrĕta.	
A:	Ha-u-tlamolla tĕng u-re u-ĕtsa joang?	When you loosen a cinch, what do you do?
B:	Kẹ-re, kẹa hĕrĕtolla.	I say I am uncinching.

C-10

A:	U-hĕrĕta sale kapa u-hĕrĕta pĕrĕ?	Do you cinch the saddle or do you cinch the horse?
B:	Kẹ-hĕrĕta pĕrĕ, ha-ke hĕrĕte sale.	I cinch the horse, I don't cinch the saddle.

E-1

Use the following exercise to give students an opportunity to become familiar with the form of the reversive suffix. It is not necessary for them to learn the meanings of all these words at this point.

<u>Teacher</u>	<u>Response</u>	
kĕba	kĕbolla	bend//unbend
thata	thatolla	wind//unwind

fasa	fasolla	tie//untie
toma	tomolla	bridle//unbridle
tlama	tlamolla	tie//untie
hôrôta	hôrötolla	cinch//uncinch
bôfa	böfolla	load, carry//unload (on the back of an animal)
mena	menolla	fold//unfold
pana	panolla	hitch up/unhitch
khêtha	khêtholla	select (pick out)//omit (leave out)
hlôpha	hlöpholla	arrange//disarrange
* * * * *		
qhanêha	qhanolla	saddle//unsaddle
koahêla	koaholla	cover, close//uncover, open
tšêla	tšolla	1. pour in//pour out 2. give an enema//response to an enema
khathatsa	khatholia	tire, weary, annoy//refresh

M-1

<u>Teacher</u>	<u>Response</u>	
Kḡa-ithuta. Kḡ-tseba ho-bua le-Basotho.	Kḡ-ithuta hore kḡ-tsebḡ ho-bua le-Basotho.	I'm studying so that I'll know how to speak with the Basotho.
Kḡ-sḡbḡtsa. Kḡ-fumana chḡlḡtḡ.	Kḡ-sḡbḡtsa hore kḡ-fumanḡ chḡlḡtḡ.	I'm working so that I'll find money.
Kḡ-botsa haholo. Kḡ-utloisisa.	Kḡ-botsa haholo hore kḡ-utloisisḡ.	I'm asking so that I'll understand.
O-bua haholo. Batho ba-mo-utloa.	O-bua haholo hore batho ba-mo-utloḡ.	He's speaking loudly so that the people will understand him.
Re-ithuta ka-matla. Rea-pasa.	Re-ithuta ka-matla hore re-pasḡ.	We are studying with all our might so that we will pass.

C-1

- A: [U-ithuta Sesotho] hobaneng?
B: Hore [kḡ-tsebḡ ho-bua le-Basotho].

C-2

- A: U-kḡna sekḡlḡ kae?
B: Ha-kḡ-kḡne sekḡlḡ. Kḡ-sḡbḡtsa.
A: Hao! U-sḡbḡtsa hobaneng?
B: Kḡ-sḡbḡtsa hore kḡ-fumanḡ chḡlḡtḡ.

C-3

- T: U-batla ho-botsa hapḡ? Are you asking (a question) again?
S: Ēḡ.
T: U-botsa haholo le-uḡna. You ask too much, you!
S: Ēḡ, kḡ-botsa hore kḡ-utloisisḡ.

C-4

- A: [Bill] o-ḡtsa lerata. Bill is making noise.
B: ḡ-ḡ, ha-a-ḡtse lerata; oa-bua. No, he's not making noise, he is speaking.
A: O-bua haholo hobaneng? Why is he speaking so loud?
B: Hore batho ba-mo-utloḡ. So that the people will understand him.

C-5

- A: Ke-le-chakêlê? May I visit you?
 B: Ê-ê, re-ithuta ka-matla matsatsing No, we are studying with all our
 ana. might these days.
 A: Ao! Le-ithuta ka-matla hobane'ng?
 B: Re-ithuta ka-matla hore re-pasê.
 Or: Hore re-pasê.

M-2

- | | | |
|--------------------------|------------------------------|----------------------------|
| O-sëbëtsa haholo. O-qêta | O-sëbëtsa haholo hore a-qêtê | He is working hard so that |
| mosëbëtsi. | mosëbëtsi. | he'll finish the work. |
| O-bësa mollô. O-phêha | O-bësa mollô hore a-phêhê | He's making a fire so that |
| lijô. | lijô. | he can cook food. |
| O-sëbëtsa ka-matla. | O-sëbëtsa ka-matla hore | He is working with all his |
| O-khahlisa mookamêli. | a-khahlisê mookamêli. | might so that he'll |
| | | please the director. |
| O-fasolla pêrê. E-ea | O-fasolla pêrê hore e-eê | He's untying the horse |
| nahëng. | nahëng. | so that it can go into |
| | | the countryside. |

C-6

- A: Molato ke'ng ha-John a-sëbëtsa What's wrong that (lit: when) John is
 ka-matla hakaalê? working with all his might so much?
 B: O-sëbëtsa ka-matla hore
 a-khahlisê mookamêli.

M-1

Review Cycle 130.

M-2

palama	U-ilë ua-palama kae?	ride, mount	Where did you board?
leba	U-ilë ua-leba kae?	head for	Where did you head for?
kêna	U-ilë ua-kêna kae?	enter, arrive	Where did you arrive?
		at	
êma	U-ilë ua-êma kae?	stand, stop	Where did you stop?

M-3

leba	Ha u-tloha têng, u-ilë ua-leba kae?	When you departed, where did you head for?
kêna	Ha u-tloha têng, u-ilë ua-kêna kae?	When you departed, where did you arrive?
êma	Ha u-tloha têng, u-ilë ua-êma kae?	When you departed, where did you stop?

C-1

- S: U-ilë ua-palama sefofane kae?
- Mosotho: Masëru.
- S: Sefofane se-ilë sa leba kae?
- Mosotho: Khautêng.
- S: Ha u-tloha Khautêng, u-ilë
ua-[leba] kae?
- Mosotho: Kinshasa.
- S: Ha u-tloha Kinshasa, u-ilë
ua-[kêna] kae?
- Mosotho: Lagos.
- S: Ha u-tloha têng, u-ilë ua-êma kae?
- Mosotho: Accra.

C-2

S: Le-ilë la-tloha [New York] What time did you leave [New York]?
 ka-nakô efe?
 Mosotho: Re-ilë ra-tloha ka-[9:00].
 Ra-fihla [Chicago] ka-[11:00].
 Ra-tloha têng ka-[12:00]. We left there at [12:00].
 Ra-fihla [L.A.] ka-[4:00], We arrived at [L.A] at [4:00],
 mme ra-tla fihla mōna and we arrived here at [7:00].
 ka-[7:00].

C-3

S: Le-ilë la-[fihla] [Chicago]
 ka-nakô efe?
 Mosotho: Re-ilë ra-[fihla] têng
 ka-[11:00].
 Or: Ka-[11:00].

C-4

A: U-ilë ua-fihla [New York] neng?
 B: Maoba. Day before yesterday.
 A: U-fihlilë neng mōō?
 B: Maobane. When did you arrive here?
 Yesterday.

C-5

A: Molato ke'ng? What's wrong?
 B: Ntja e-lommë ngoana. A dog bit/has bitten a child.

* * * * *

(Sometime later, elsewhere)

C: Ntja e-ilë ea-ëtsa joang? What did the dog do?
 B: E-ilë ea-loma ngoana. He bit the child.

C-6

A: U-tsoa kae?

B: Ha-[Yeats].

From [Collier & Yeats Store].

A: U-rëkilë'ng?

What did you buy?

B: Kę-rëkilë hamorê ëna.

I bought this hammer.

A: Le-sakha ëë u-e-rëkilë hôna teng?

Did you buy the saw there also?

B: Ê-ê, kę-ilë ka-e-rêka [ha-Fraser].

No, I bought it at [Fraser's Store].

M-1

bôlô	Bôlô e-ho-mang?	ball	Who has the ball? (Lit: The ball is to whom?)
ênkê	Ênkê e-ho-mang?	ink	Who has the ink?
chôkô	Chôkô e-ho-mang?	chalk	Who has the chalk?
tomô	Tomô e-ho-mang?	bridle	Who has the bridle?
tlelëki	Tlelëki e-ho-mang?	saddle	Who has the saddle blanket?
		blanket	

M-2

bôlô	Bôlô e-ho-Bill.	Bill has the ball. (Lit: The ball is to Bill.)
ênkê	Ênkê e-ho-Bill.	Bill has the ink.
chôkô	Chôkô e-ho-Bill.	Bill has the chalk.
tlelëki	Tlelëki e-ho-Bill.	Bill has the saddle blanket.

C-1

- A: [Bôlô] e-ho-mang?
B: E-ho-[Bill].

C-2

- A: [Ênkê] e-ho-mang?
B: E-ho-[John]. John has it.
A: [Chôkô] e-ho-mang? The chalk, who has it?
B: Këa-khôloa e-ho-[Susan].
Or: Kë-khôloa hore e-ho-[Susan].

C-3

- A: [Tlelëki] e-ho-mang?
B: Hă-ke-tsebe hore naa e-ho-mang.
C: Këa-khôloa e-ho-[John].

C-4

- A: Katiba ea-ka e-ho-mang? Who has my hat?
 B: Ha-ke-tsebe, fêêla kea-khôloa
 e-ho-tichêrê.

M-3

- | | | | |
|-------|----------------|--------|-------------------------|
| Nna | Ha-e-ho-nna. | I | I don't have it. |
| Eêna | Ha-e-ho-eêna. | he/she | He/she doesn't have it. |
| bôna | Ha-e-ho-bôna. | they | They don't have it. |
| David | Ha-e-ho-David. | David | David doesn't have it. |

C-5

- A: Buka ea-ka e-ho-uêna? Do you have my book?
 B: Ê-ê, ha-e-ho-nna. Êna ke-ea-ka. No, I don't have it. This one is mine.
 A: Ea-ka e-ho-mang? Who has mine?
 B: Kea-khôloa e-ho-[John].

C-6

- A: Ke-batla ho-bapala. Bôlô e-ho-mang?
 B: E-ho-[Bill].
 A: [Bill], tlisa bôlô; ke-batla ho-bapala.
 Bill: Bôlô ha-e-ho-nna; e-ho-[David].

M-4

- | | | | |
|-----------|-----------------------------|-----------|-------------------------|
| mokötlana | Mokötlana oa-Ann o-ho-mang? | purse | Who has Ann's purse? |
| moriana | Moriana oa-Ann o-ho-mang? | medicine | Who has Ann's medicine? |
| mohoma | Mohoma oa-Ann o-ho-mang? | hoe, plow | Who has Ann's hoe? |
| mose | Mose oa-Ann o-ho-mang? | dress | Who has Ann's dress? |

C-7

- A: [Ann] o-batla [mokötlana] oa-hae.
 O-ho-mang?
 B: O-ho-[Linêô].

C-8

A: Senôtlôlô sa-[öfisi] se-lula
hò-mang?

Who has the key to the office?

(Lit: The key to the office it
resides with whom?)

B: Se-lula ho-[mookamëli].

[The director] has it. (Lit. It
resides with [the director].)

A: Sa-kicheneng sônaa?

(What about) the one for the kitchen?

B: Sôna se-lula ho-[mophëhi].

The cook has that one.

C-8

A: Senôtlôlô sa-[öfisi] se-lula
ho-mang?

Who has the key to the office?

(Lit: The key to the office it
resides with whom?)

B: Se-lula ho-[mookamëli].

[The director] has it. (Lit. It
resides with [the director].)

A: Sa-kicheneng sônaa?

(What about) the one for the kitchen?

B: Sôna se-lula ho-[mophëhi].

The cook has that one.

M-1

<u>Teacher</u>	<u>Response</u>	
U-re'ng?	U-re'ng-na?	What are you saying?!!
U-ëtsa'ng?	U-ëtsa'ng-na?	What are you doing?!!
Molato ke'ng?	Molato ke'ng-na?	What's wrong?!!
U-fihlilë neng?	U-fihlilë neng-na?	When did you arrive?
U-ea le-mang?	U-ea le-mang-na?	With whom are you going?!!

C-1

- A: (B bumps him) U-ëtsa'ng-na monna? What are you doing, man?!!
- B: Ntšoarêlê ngoanëso. Excuse me, brother.
- A: Ho-lokilë.

C-2

- A: Ha-ke-fihla Lesotho, ke-tla rêka pêrê, When I arrive in Lesotho, I will buy
ke-e-fêpê, ke-e-palamê, a horse, I will feed him, I will
ke-e-hlakolê. ride him, I will groom him.
(Boasting on the part of A)
- B: U-re'ng na? What are you saying?!! (A comment
rather than a question.)
- A: Kea-u-bolêlla. I'm telling it (for you).

C-3

- A: Lumêla.
- B: Êë, lumêla.
- A: Hao! U-fihlilë neng-na?
- B: Ke-fihlilë maobane. I arrived yesterday.

C-4

A: Hə-u ee le-[Susan] töröpöng?

B: Ê-ê.

A: Hao! U-ea le-mang-na?

B: Le-[Ann].

A: Öö.

M-2

tsamaea Hao! Molato ke'ng-na,
kapele ha-u-tsamaea kapele hakaalë?

Hey, what's up that (lit:
when) you are walking
so fast?

thabilë Hao! Molato ke'ng-na,
ha-u-thabilë hakaalë?

Hey, what's up that you are
so happy?

bina Hao! Molato ke'ng-na,
ha-u-bina hakaalë?

Hey, what's up that you
sing so much?

liëhilë Hao! Molato ke'ng-na,
ha-u-liëhilë hakaalë?

Hey, what's up that you
are so late?

C-4

A: Hao! Molato ke'ng-na, ha-u-tsamaea
kapele hakaalë?

Hey, what's up that you are walking
so fast?

B: Hə-se-lethô. Hə-ke-batle ho-fihla
morao tlelaseng.

It's nothing. I don't want to arrive
late to class.

M-1

<u>Teacher</u>	<u>Response</u>	
Ak'u mamêlê.	U-mamêlê hantlê.	(Please) listen carefully.
Ak'u tlê koano.	U-tlê koano.	(Please) come here.
Ak'u êmê hannyane.	U-êmê hannyane.	(Please) wait a little.
Ak'u arabê kapele.	U-arabê kapele.	(Please) answer quickly.
Ak'u phakisê.	U-phakisê.	(Please) hurry.
Ak'u binê hantlê.	U-binê hantlê.	(Please) sing well.

C-1

A:	Ak'u tlê koano, [John].	Please come here, [John].
John:	Ha-kea-utloa hore naa u-re'ng.	I don't hear what you are saying.
A:	Ke-re, u-tlê koano.	I say, (please) come here.

C-2

Naa u-utloilê hantlê hore naa ho-thoeng?	Did you hear well what was said?
Ê-ê, ha-kea utloa.	
Ha mookamêli a-bua le-uêna, u-mamêlê hantlê.	When the director speaks with you, (please) listen well.

C-3

A:	U-tla êtsa'ng, [John]?
B:	Ke-tla bala buka êna.
A:	Bala haholo ke-utloê.
B:	U-re'ng?
A:	Ke-re, u-balê haholo, ke-batla ho-utloa.

M-2

u-ngolê	[U-ngolê] lengôlô.	you write	(Please) write a letter.
u-koalê	[U-koalê] lengôlô.	you seal	(Please) seal the letter.
u-nkê	[U-nkê] lengôlô.	you take	(Please) take the letter.
u-têmpê	[U-têmpê] lengôlô.	you stamp	(Please) stamp the letter.
u-tlisê	[U-tlisê] lengôlô.	you bring	(Please) bring the letter.
u-pôsê	[U-pôsê] lengôlô.	you mail	(Please) mail the letter.
u-bulê	[U-bulê] lengôlô.	you open	(Please) open the letter.

C-4

A: U-ea haë hōna joalë?

Are you going home right away?

B: Ēë.

A: Ha u-fihla lapëng, u-nkê lengôlô
tafolëng, u-le-têmpê, u-eö le-pōsa.When you get home, (please) take the
letter from the table, (please)
stamp it, and go mail it.M-3

pele ho-9:00

Hosasa u-lekê ho-fihla
[pele ho-9:00].

about 9:00

Tomorrow please try to
arrive before 9:00.

ka-nakô

Hosasa u-lekê ho-fihla
[ka-nakô].

on time

Tomorrow please try to
arrive on time.C-5

A: U-qala mosëbëtsi ka-nakô efe?

What time do you begin work?

B: Kë-qala ka-9:00.

A: Hosasa u-lekê ho-fihla pele ho-9:00.

B: Ho-lokilë, kë-tla leka joalü.

C-6

A: U-ithuta ho-bua Sesotho?

B: Ēë, fêêla ha-kë se-tsebe hantlê.

A: U-lekê ho-se-bua kamehla. U-tla se-tseba
kapele.(Please) try to speak it every day.
You will know it quickly.

B: Këa-lëboha, kë-tla leka joalü.

M-4

kalima

[U-nkalimê] pênê ea-hao.

lend

(Please) lend me your pen.

bontša

[U-mpöntsê] pênê ea-hao.

show

(Please) show me your pen.

fa

[U-mphê] pênê ea-hao.

give

(Please) give me your pen.

C-7A: U-nkalimê [pênê] ea-hao ha u-qêta
ho-ngôla.(Please) lend me your pen when you
finish writing.

B: U-e-isa kae?

What are you going to do with it?

A: Kë-batla ho-ngôla ka-eōna.

M-1

batla	mmatla	look for	look for him
botsa	mmotsa	ask	ask him
bôna	mmôna	see	see him
bitsa	mmitsa	call	call him
böntša	mmöntša	show	show him
boloka	mmoloka	take care of	take care of him
bolêlla	mmolêlla	tell	tell him
		(someone)	

C-1

- A: [Mookamêli] o-fihlilê. Naa
u-[mmône]?
- B: Ê-ê, ha-kea-[mmôna]. O-fihlilê
neng?
- A: O-qêta ho-fihla hôna joalê.

C-2

- A: [Bill] o-kae?
- B: Ke-ënoa. U-mo-isa kae? This is him. What do you want with him?
- A: Mookamêli oa-mmitsa.

C-3

- A: [Thabô] o-kae?
- B: Ha-a-eô, ha-ke-tsebe hore naa o-ilê kae.
- A: Ha-a-fihla, u-mmolêilê hore kea-mmatla.
Ke-batla ho-bua le-eêna.

C-4

- A: Naa [Ann] o-ea le-rona Lesotho?
- B: Ha-ke-tsebe, ha-kea-mmotsa.
- A: U-tla mmotsa neng?
- B: Ke-tla mmotsa hôna kajêno ha-nka
mmôna. I will ask her today when I see her.

C-5

PCV: Naa u-ka mpöntš^ǀa tsela ǀǀ
eang Rôma?

Can you tell me the road which goes
to Roma?

Mosotho₁: (To another Mosotho) O-batla
tsela ǀǀ eang Rôma.
Nna h_ǀ-ke-tsebe Rôma. Naa
u-ka mmontš^ǀa eôna?

Mosotho₂: ǀǀ, k_ǀ-tla mmöntš^ǀa eôna.

M-1

bëkë	Kë-fihlilë (möna) bëkëng ëë fetilëng.	week	I arrived (here) last week.
khoëli	Kë-fihlilë (möna) khoëling ëë fetilëng.	month	I arrived (here) last month.
selemô	Kë-fihlilë (möna) selemöng sëë fetilëng.	year, spring	I arrived (here) last spring.
* * * * *			
Labobëli	Kë-fihlilë (möna) ka-Labobëli lëë fetilëng.	Tuesday	I arrived (here) last Tuesday.
Söntaha	Kë-fihlilë (möna) ka-Söntaha sëë fetilëng.	Sunday	I arrived (here) last Sunday.

C-1

A: U-fihlilë (möö) neng?

B: [Bëkëng ëë] fetilëng.

M-2

bëkë	Re-tla ea Lesotho bëkëng ëë tlang.	I will go to Lesotho next week.
khoëli	Re-tla ea Lesotho khoëling ëë tlang.	I will go to Lesotho next month.
* * * * *		
Labobëli	Re-tla ea Lesotho ka-Labobëli lëë tlang.	I will go to Lesotho next Tuesday.
Söntaha	Re-tla ea Lesotho ka-Söntaha sëë tlang.	I will go to Lesotho next Sunday.

C-2

A: Le-ea Lesotho neng?

B: Re-tla ea [khoëling ëë] tlang.

M-3

selemô	Basotho ba-ëtsa'ng selemô?	spring	What do the Basotho do in the spring?
hlabula	Basotho ba-ëtsa'ng hlabula?	summer	What do the Basotho do in the summer?
hoetla	Basotho ba-ëtsa'ng hoetla?	fall	What do the Basotho do in the fall?
mariha	Basotho ba-ëtsa'ng mariha?	winter	What do the Basotho do in the winter?

M-4

lema	Selemô Basotho baa-lema.	plough	In the spring the Basotho plough.
hlaola	Hlabula Basotho baa-hlaola.	weed, cultivate	In the summer the Basotho weed.
kötula	Mariha Basotho baa-kötula.	harvest (corn, sorghum)	In the winter the Basotho harvest.

C-3

A: Basotho ba-ëtsa'ng [selemô]?

B: Selemô baa-[lema].

C-4

A: Lifatê li-thunya neng Lesotho?

B: Li-thunya selemô.

C-5

A: Lesotho pula e-na neng?

When does it rain in Lesotho? (Lit: In Lesotho the rain rains/falls when?)

B: E-na (le)hlabula.

It rains / falls in the summer.

C-6

A: Basotho ba-ja pööne le-mahapu neng? When do the Basotho eat corn and water-melons?

B: Hoetla. In the fall.

C-7

A: Seramê se-lala neng? When is there frost? (Lit: Frost lies down when?)

B: Mariha.

Or: Se-lala mariha.

C-8

A: Lesotho likhomo li-ea thabëng neng? In Lesotho when do the cows go to the mountains?

B: Li-ea thabëng hlabula.

They go to the mountains in the summer.

A: Li-khutla neng?

B: Li-khutla mariha.

They return in the winter.

M-1

phela	U-sa phela?	live	Are you still living?
bôna	U-sa bôna?	see	Do you still see?
rêka	U-sa rêka?	buy	Are you still buying?
ja	U-sa ja?	eat	Are you still eating?

C-1

A: Lumêla [ntatë].

B: Êë, lumêla [mmê].

A: U-sa phela?

B: Kê-sa phela.. Uêna u-phela joang?

A: Chêê, le-nna kê-sa phela.

C-2

T: (Noting an absence in the class)

[John] o-kae?

S: O-sa ja.

C-3

A: Mphô, ha-rê tsamaeê.

B: Butlê hannyané, kê-sa rêka.

Wait a bit, I'm still buying.

C-4

A: Hâ-rê-eê tlelaseng.

B: Tsamaea, kêa-tla.

A: U-sa-ëtisa joang?

What are you still doing?

B: Kê-sa hloëkisa ntlo ea-ka.

I'm still cleaning my house.

C-5

A: Naa le-uêna u-ea Lesotho?

B: Ê-ê, hā-ke-ee hōna joalë. Kē-tla
ea ka-mosô.

A: U-sa ëtsa joang?

B: Kē-sa ithuta Sesotho hantlê pele. I'm still studying Sesotho first.

M-2

tseba	Hā-ke-sa tseba.	I don't know any more.
bōna	Hā-ke-sa bōna.	I don't see any more.
utloa	Hā-ke-sa utloa.	I don't hear any more.
sëbëtsa	Hā-ke-sa sëbëtsa.	I don't work any more.
ea	Hā-ke-sa ea.	I don't go any more.

C-6

A: [Ntate=moholo] o-phêla joang?

How is (my) [grandfather]?

B: O-phêla hantlê fêêla hā-a-sa
bōna hantlê.

He is well, only he doesn't see well
any more.

C-7

A: Kē-utloilë hore u-ea[töröpöng].

U-tsamaea neng?

B: Hā-ke-sa ea.

I'm not going any more.

A: Hao! Molato ke'ng?

B: Hā-se-lethô, kē-tla ea ka-mosô.

There's nothing. I'll go sometime.

C-8

A: Hā-u-ee mosëbëtsing kajëno?

B: Ê-ê, hā-ke-sa sëbëtsa.

A: Hao! Molato ke'ng?

B: Hā-ke-phele hantlê. Kē-sa phomola.

C-9

A: John, ha-rẹ-eê pösöng.

B: Kẹa-tla, kẹ-sa-il'ö bua le-mookamëli. I'm coming, I still am going to talk
with the [director].

C-10

A: Ua-phela, ntatë?

B: Kẹa-phela, hẹ-ke-tsebe uêna.

A: Ao, chêê, kẹ-têng. Kẹ-sa babalëtse. Oh, well, I'm around. I'm still spared.

Use picture number 6 for the following:

Möna ke-tšimong.

Ke-tšimo ea-mabêlê.

Ke-bôna banna seötlöng.

Baa-pola.

Ba-pola ka-likôtô.

Banna ha-ba-pola mabêlê

ka-likôtô, baa-bina.

Ke-bôna hore ke-nakô ea-mariha.

Mariha Basotho baa-kötula.

Ba-kötula mabêlê le-pööne.

Ke-basali baa kötulang mabêlê.

Banna bôna baa-a-pola.

Banna bana ba-pola mabêlê a-mangata.

Ke-bôna hore le-mmoko o-mongata.

Ha-banna ba-pola, basali ba-tlisa joala.

Ha-banna ba-qêta ho-pola, ba-noa
joala.

Le-basali ba-noa joala.

Banna baa-bina.

Basali baa-liliëttsa.

(This place) here is in a field.

It is a field of sorghum.

I see men on the threshing floor.

They are flailing (the grain).

They are flailing with threshing sticks.

When the men flail sorghum, with
threshing sticks, they sing.

I see that the time is winter.

In winter the Basotho reap.

They reap sorghum and corn.

It is the women who reap the sorghum.

The men themselves flail it.

These men are flailing a lot of sorghum.

I see that there is also a lot of chaff.

When the men are flailing, the women
bring them beer.

When the men finish flailing, they
drink beer.

The women also drink beer.

The men sing.

The women shriek.

Q-1

T: Batho baa ba-hokae?

S: Ba-seötlöng.

T: Seötlô se-hokae?

S: Se-tšimong.

These people are where?

They are on the threshing floor.

Where is the threshing floor?

It is in the field.

T: Ke-tšimo ea'ng?
S: Ke-tšimo ea-mabêlê.

What (kind) of field is it?
It is field of sorghum

Q-2

T: Banna baa ba-ëtsa'ng seötlöng möö?
S: Ba-pola mabêlê.
T: Ba-a-pola ka'ng?
S: Ba-a-pola ka-likôtô.

What are these men doing here on the
threshing floor?
They are flailing sorghum.
What are they flailing it with?
They are flailing it with threshing sticks.

Q-3

T: Banna ha-ba-pola mabêlê ka-likôtô
ba-ëtsa joang?
S: Banna ha-ba-pola mabêlê ka-likôtô,
baa-bina.

When the men flail sorghum with sticks,
what do they do?

Q-4

T: Ke-nakô efe ea-selemô?
S: Ke-mariha.
Or: Ke-nakô ea-mariha.
T: Mariha basali ba-ëtsa'ng?
S₁: Baa-kötula.
S₂: Ba-kötula mabêlê le-pööne.

What time of the year is it?

They reap.

Q-5

T: Banna baa ba-pola mabêlê a-makae?
S: A-mangata.
Or: Ba-pola mabêlê a mangata.

How much sorghum are these men flailing?
A lot

Q-6

T: Ha-banna ba-pola, basali ba-ëtsa joang?
S: Basali ba-tlisa joala.

Q-7

T: Ha-banna ba-qêta ho-pola ba-ëtsa joang?

S: Ba-noa joala.

T: Naa u-noa joala?

S: Ê-ê, ha-ke-bo-noe.

No, I don't drink it.

T: Ke-mang eaa noang joala möö?

Who drinks beer here?

S: Ha-a-eô!

There's no one!

Q-8

T: Basali bôna ba-ëtsa joang?

The women, they are doing what?

S: Le-bôna ba-noa joala.

They also drink beer.

Q-9

T: Ha-banna ba-bina basali ba-ëtsa joang?

S: Basali baa-liliëtsa.

T: Naa basali ba-Amërika ba-tseba ho-liliëtsa?

S: Ê-ê, basali ba-Amërika ha-ba-tsebe ho-liliëtsa.

Q-10

T: [Susan], naa u-tseba ho-liliëtsa?

Susan: Êë, kea-tseba.

T: Hao! Naa u-tseba ho-liliëtsa naa?!

Re-böntsê.

Susan: Iii-iii-iii!

Or: Ke-ne ke-soasoa.

I was kidding.

Ha-ke-tsebe ho-liliëtsa.



M-1

fasa thae	Naa u-ka fasa thae?	tie a tie	Can you tie a tie?
khanna kölöi	Naa u-ka khanna kölöi?	drive a car	Can you drive a car?
qhanêha pêrê	Naa u-ka qhanêha pêrê?	saddle a horse	Can you saddle a horse?
ruta Seburu	Naa u-ka ruta Seburu	teach Afrikaans	Can you teach Afrikaans?

M-2

fasa	Nka fasa thae.	I can tie a tie.
khanna	Nka khanna kölöi.	I can drive a car.
qhanêha	Nka qhanêha pêrê.	I can saddle a horse.
ruta	Nka ruta Seburu.	I can teach Afrikaans.

C-1

- A: Naa u-ka [fasa thae]?
 B: Ēē, nka [e-fasa]. Yes, I can [tie it].
 A: Ak'u [e-fase] re-bônê. Please tie it, so I can see.

C-2

- A: U-tseba ho-khanna?
 B: Ēē, kea-tseba.
 A: Naa u-ka khanna kölöi ea-mofuta öö? Can you drive this kind of car?
 B: Ēē, nka e-khanna.

C-3

- A: Naa u-ka ruta [Seburu]?
 B: Ēē, nka se-ruta.
 A: U-ka ruta thutô life hapê? What other subjects can you teach?
 B: Nka ruta [Sesotho, Sekhooa le-Sefora].

M-2

ha-Mosala U-ka fumana liêovelôpô
 ha-Mosala.
 ha-Mafafa U-ka fumana liêovelôpô
 ha-Mafafa.
 ha-Baas Jan U-ka fumana liêovelôpô
 ha-Baas Jan.
 Makaota Store U-ka fumana liêovelôpô
 Makaota Store.

Mosala's You can find envelopes at
 (store) Mosala's.
 Mafafa's You can find envelopes at
 (store) Mafafa's.
 Baas Jan's You can find envelopes at
 (store) Baas Jan's.
 Makaota's You can find envelopes at
 (a cafe) Makaota's.

C-4

A: Kê-batla ho-rêka [pêrê].
 Nka [e]-fumana kae?

B: Hâ-kê-tsebe, fêêla kê-khôloa
 hore u-ka [e]-fumana
 [hônâ motseng môna].

I don't know, but I think that you
 can find one [right here in the
 village].

C-5

Repeat C-4 using the substitution
 possibilities from M-2.

M-1

Review cycle 103

M-2

<u>Teacher</u>	<u>Response</u>	
Bitsa Phiri.	Kẹ-re, u-bitsê Phiri.	I say, call Phiri.
Tlisa köfi.	Kẹ-re, u-tlisê köfi.	I say, bring coffee.
Qhanêha pêrê.	Kẹ-re, u-qhanêhê pêrê.	I say, saddle the horse.
Tsoara pêrê.	Kẹ-re, u-tsoarê pêrê.	I say, hold the horse.

C-1

A: [Tlisa köfi].

B: U-re'ng?

A: Kẹ-re, [u-tlisê köfi].

C-2

A: Bitsa [Phiri].

B: U-re'ng?

A: Kẹ-re, u-bitsê [Phiri].

Kẹ-batla ho-bua le-eêna.

E-re a-tlê [kicheneng].

Tell him to come to [the kitchen].

* * * * *

B: (to Phiri) Ho-thoe u-tlê
[kicheneng].

It is said that you should come to
[the kitchen].

Phiri: Ho-thoe'ng?

B: Ho-thoe u-tlê [kicheneng].

Phiri: Kẹ-mang? Kẹ-[mophêhi].

B: Eê.

Phiri: Kẹa-tla. Kẹ-sa ngôla.

B: Ho-thoe u-tlê hôna joalê.

Ho-thoe u-phakisê.

Phiri: Ho-lokilê kẹa-ea hê.

M-3

<u>Teacher</u>	<u>Response</u>	
Eaa öfising.	O-re, u-eê öfising.	He says, go to the office.
Tlisa köfi.	O-re, u-tlisê köfi.	He says, bring coffee.
Faa tichêrê setulô.	O-re, u-fê tichêrê setulô.	He says, give the teacher a chair.
Tlô koano.	O-re, u-tlê koano.	He says, come here.
Phakisa.	O-re, u-phakisê.	He says, hurry up.
Rêka liênvêlôpô.	O-re, u-rêkê liênvêlôpô.	He says, buy envelopes.
Mo-kalimê buka.	O-re, u-mo-kalimê buka.	He says, lend him a book.

C-3

- A: [Faa] [tichêrê setulô].
 B: (To C) O-re'ng?
 C: (To B) O-re, [u-fê] [tichêrê sêtulô].

C-4

- John: [Susan], e-re [Bill] a-nkalimê
 buka ea-hae.
 Susan: [Bill], John o-re, u-mo kalimê
 buka ea-hao.
 Bill: Nka, ke-ëna, u-e-isê.

C-5

- A: Phiri!
 Phiri: Oee!
 A: Thabô o-re u-tlê koano, o-batla
 ho-bua le-uêna.
 Phiri: Kêa-tla, butlê.
 A: O-re u-phakisê.

M-4

<u>Teacher</u>	<u>Response</u>	
Bitsa Phiri.	Kę-itsë, u-bitsê Phiri.	I said, call Phiri.
Tlisa köfi.	Kę-itsë, u-tlisê köfi.	I said, bring coffee.
Qhanêha pêrê.	Kę-itsë, u-qhanêhê pêrê.	I said, saddle the horse.
Tšoara pêrê.	Kę-itsë, u-tšoarê pêrê.	I said, hold the horse.
Ithutê Sesotho.	Kę-itsë, u-ithutê Sesotho.	I said, study Sesotho.
Rêka liênvêlopô.	Kę-itsë, u-rêkê liênvêlopô.	I said, buy envelopes.

C-6

- A: U-rêkilë'ng-na?!
- B: Kę-rêkilë [lipampiri]. I bought [paper].
- A: Kę-itsë u-rêkê [liênvêlopô].
- B: Ntšoarêlê. Hą-ke_a-utloa.
- A: Khutla u-eö rêka [liênvêlopô].
- Phakisa kapele.

C-7

- T: Kę-itsë, le-ithutê ho-ngôla
Sesotho. Hą-ho-joalö?
- S: Ho-joalö.
- T: Hapê, kę-itsë le-ithutê ho-bala
Sesotho. Hą-ho-joalö?
- S: Ho-joalö, tichêrê.
- T: Joalë, naa le-ithutilë?
- S: Êë, tichêrê.
- T: Kę-hantlê.

M-1

Teacher	Response	
O-tsamaea ka-sefofane?	Naa o-tsamaea ka-sefofane naa?	Is he traveling by plane?
O-ea le-Tau töröpöng?	Naa o-ea le-Tau töröpöng naa?	Is he going to town with Tau?
U-tseba ho-liliëtsa?	Naa u-tseba ho-liliëtsa naa?	Do you know how to shriek?
U-tseba ho-kötula mabêlê?	Naa u-tseba ho-kötula mabêlê naa?	Do you know how to reap sorghum?
U-rata ho-phela Lesotho?	Naa u-rata ho-phela Lesotho naa?	Do you like to live in Lesotho?
[]?	Naa [] naa?	

C-1

Morêna: [Thabô], botsa [John] hore naa o-rata
ho-phela Lesotho [Thabo], ask [John] if he likes Lesotho.

Thabô: Ho-thoe naa u-rata ho-phela Lesotho
naa. It is asked if you like Lesotho.

John: Ê-ê, hâ-ke-rate ho-phela Lesotho.
Ke-rata ho-phela Amërika.

C-2

A: Thabô o-ea Lesotho neng?

B: Hosasa.

A: O-tsamaea ka-sefofane?

B: U-re'ng?

A: Ke-re, naa o-tsamaea ka-sefofane naa?

B: Hâ-ke-tsebe. Kea-khôloa o-tsamaea
ka-sôna.

C-3

A: U-ea le-Tau [töröpöng]?

B: Hâ-ke-utloa. U-re'ng?

A: Ke-botsa hore naa u-ea le-[Tau]
[töröpöng] naa. I'm asking if you are going [to town]
with [Tau].

B: Êë, ke-ea le-eêna.

M-2

<u>Teacher</u>	<u>Response</u>	
U-il'ö bapala?	U-il'ö bapala naa?	Are you going to play?
U-kêna sekölö Morija?	U-kêna sekölö Morija naa?	Do you attend school at Morija?
U-lula le-Mphô?	U-lula le-Mphô naa?	Do you live with Mpho?
Ua-ntseba?	Ua-ntseba naa?	Do you know me?
U-bitsa nna?	U-bitsa nna naa?	Are you calling me?
[]?	[] naa?	

C-4

A: U-lula le-[Mphô] naa?

B: ĤĤ, kĕ- lula le-eêna.

C-5

A: Ua-ntseba naa?

B: ĤĤ, kĕa-u-tseba.

A: Kĕ-hantlê.

C-6

A: U-il'ö bapala naa?

B: Ê-ê, kajĕno hĕ-kĕ-eö bapala.

A: Hobane'ng?

B: Hĕ-kĕ-phele hantlê.

C-7

A: Naa [Thabô] o-kêna sekölö [Moriya]?

B: Hĕ-kĕ-tsebe hantlê. Butlê kĕ-mo-botsê.

[Thabô], u-kêna sekölö [Moriya] naa?

A: Ê-ê, hĕ-kĕ-kĕne sekölö [Moriya].

Kĕ-se-kêna [Rôma].

C-8

A: U-bitsa nna naa?

B: Ê-ê, hĕ-kĕ-bitse uêna.

M-1

qhanêha	u-qhanêhê	saddle (imperative)
palama	u-palamê	mount (imperative)
ea	u-eê	go (imperative)
tšêla	u-tšêlê	pour in (imperative)
bea/beha	u-bêhê	put (imperative)
ëtsa	u-ëtsë	prepare (imperative)

C-1

Mookamëli:	[Bill] tšoara pêê, u-palamê, u-eê [lebënkëlëng].	[Bill], take the horse, saddle up, mount, and go to [the store].
Bill:	Kë-eö rêka'ng?	What should I go buy?
Mookamëli:	U-eö rêka [lisakerêê].	You should go buy [cigarettes].

C-2

A:	Bësa mollô, u-tšêlê mëtši pitsëng, u-bêhê pitsa mollöng.	Make a fire, pour water into the pot, put the pot on the fire.
B:	Ha mëtši a-bêla kë-ëtsë joang?	When the water boils, what should I make?
A:	U-ëtsë teë.	

C-3

A:	Ke-nakô ea-ho-ja.
B:	Kë-ëtsë lijô?
A:	Ëë, bësa mollô, u-ëtsë lijô, mme u-behê lesela tafolëng.

M-2

tsamaea	u-tsamaeê	go (imperative)
rêka	u-rêkê	buy (imperative)
ja	u-jê	eat (imperative)
hlapê	u-hlapê	wash (imperative)
tseba	u-tsebê	then you are ready (idiom)

C-4

A: Naa u-jelë?

Have you eaten?

B: Ê-ê, lijô hâ-li-eô.

A: Nka chêlêlê, u-tsamaeê, u-eê
[k'hêfâng], u-rêkê lijô, u-jê.Take the money, leave, go to the [cafe],
buy food, eat.

B: Kêa-lêboha.

C-5

A: Naa u-ea sekölöng?

B: Êê. Kêa-ea.

A: Tsoha hê, u-hlapê, u-jê, u-tsebê
ho-ea sekölöng.Get up then, wash, eat, then you are
ready to go to school.C-6A: [John], matha u-cê [mmarakëng],
u-rêkê nama. Phakisa, se-kaa
liêha.[John], run, go to the [market], buy
meat. Hurry, don't delay.

B: Kê-rêkê nama ea-khomo kapa ea-nku?

Should I buy beef or mutton?

A: U-rêkê ea-[khomo].

C-7

A: Kê-batla ho-kêna. Kê-kênê?

B: Êê, kêna, u-koalê monyakô, hoa-bata.

C-8

A: Kê-khathêtsê haholo.

I'm tired.

B: Hao! Molato ke'ng? E-seng
u-lapilê?

Oh! What's wrong? Aren't you hungry?

A: Êê, kê-lapilê empa e-seng hakaalô.

Yes, I'm hungry, but not very much.

B: Nka lebesê u-noê. Le-tla
u-khatholla.Take some milk, drink. It will
refresh you.

A: (Takes the milk) Kêa-lêboha.

C-9.

A: Kẹ-bësitsë mollô. Kẹ-phêhê
nama?

I've made a fire. Should I cook some
meat?

B: Se-kaa e-phêha, e-bësë.
Kẹ-lapilë. Kẹ-batla ho-ja
hônâ joalë.

Don't cook it, roast it. I want to
eat right away.

M-1

fêpa	Ho-hlôkômêla pêrê ke-ho-e-fêpa.	feed	To care for a horse is to feed it.
hlakola	Ho-hlôkômêla pêrê ke-ho-e-hlakola.	groom	To care for a horse is to groom it.
fa mêtsi	Ho-hlôkômêla pêrê ke-ho-e-fa mêtsi.	give water	To care for a horse is to give it water.
ëtsa joang?	Ho-hlôkômêla pêrê ke-ho-ëtsa joang?	do what?	To care for a horse is to do what?

C-1

A: Ho-hlôkômêla pêrê ke-ho-ëtsa joang?

B: Ke-ho-e-[fêpa].

To [feed] it.

C-2Mosotho: Naa ua-tseba hore u-tšoanëtse
ho-hlôkômêla pêrê?Do you know how you ought to care for
a horse?PCV: Ho-hlôkômêla pêrê ke-ho-ëtsa
joang?Mosotho: Ke-ho-e-hlakola, le-ho-e-fêpa
kamehla.It is to groom him and to feed him
everyday.

PCV: Öö, ke-tla e-hlôkômêla.

M-2

pêrê	Ho-fêpa pêrê ke-ho-e-fa furu.	horse	To feed a horse is to give it fodder.
ngoana	Ho-fêpa ngoana ke-ho-mo-fa lebese.	child	To feed a child is to give it milk.

C-3

A: Ho-fêpa [pêrê] ke-ho-ëtsa joang?

B: Ke-ho-e-fa [furu].

M-3

hlakola	U-e-hlakolê:	groom	You should groom him.
boloka	U-e-bolokê setalëng.	keep, guard	You should keep him in a stable.
fêpa	U-e-fêpê.	feed	You should feed him.
fa	U-e-fê mêtsi	give	You should give him water.

C-4

PCV: Ak'u mpolêllê hantlê hore naa
 ha ke-hlôkômêla pêrê,
 ke-ëtsë joang.

Mosotho: Ha u-qêta ho-e-plama, u-e-hlakolê When you finish riding, you should
 mofufutsô. U-e-bolokê remove (by grooming) the sweat.
 setalëng. E-robalê têng. You should keep it in a stable.
 U-e-fêpê fura, pööne le-mabêlê. It sleeps there. You should feed
 U-e-hlakolê kamehla. U-e-fê it fodder, corn, and sorghum.
 mêtsi kamehla. You should groom it every day.
 You should give it water every day.

PCV: Ke-e-hlakolê ka'ng?

Mosotho: Ka-rôsekama. With a horse brush.

C-5

Mosotho: Ua-tseba joalê hore naa u-tšoanëtse Do you know now how you ought to care
 ho-hlôkômêla pêrê joang? for a horse?

PCV: Kêa-khôloa kê-tseba hannyane fêêla. I think I know only a little.

Mosotho: Ak'u hlalosê.

PCV: Ha ke-qêta ho-palama, kê-e-hlakola
 mofufutsô. Kê-e-fêpa kamehla.

Kê-nëpilê?

Am I right?

Mosotho: Eë, u-nëpilê.

Yes, you are right.

U-e-fê mêtsi kamehla.

Hapê u-e-bolokê setalëng.

C-6

PCV: Naa ua-bôna hore pêrê ëë,
e-mëtsi?

Do you see that this horse is wet?

Mosotho: H_ä-h_o-thoe e-mëtsi. Ho-
thoe e-fufulëtsoe. H_ä-
se-mëtsi nthô ëna. Ke-
mofufutsô.

It isn't said that it is wet. It is
said that it sweats. This thing
is not water. It is sweat.

PCV: Ke-mofufutsô?

It is sweat?

Mosotho: Ëë, e-fufulëtsoe.

M-1

<u>Teacher</u>	<u>Response</u>
Ba-tla lula fatše. Ba-tla noa joala.	Ba-tla lula fatše, ba-noê joala. They will sit down and drink beer.
Ba-tla noa joala. Ba-tla ôlosa mabêlê.	Ba-tla noa joala, ba-ôlosê mabêlê. They will drink beer, and (then) winnow the sorghum.
Ba-tla bina. Ba-tla liliêtsa.	Ba-tla bina, ba-liliêtsê. They will sing and shriek.
Ba-tla tloha têng. Ba-tla leba London.	Ba-tla tloha têng, ba-lebê London. They will leave from there and head for London.
Ba-tla palama sefofane. Ba-tla tloha.	Ba-tla palama sefofane, ba-tlohê. They will board a plane and leave.

C-1

Use picture number 6 for the following.

A: Banna baa ha ba-qêta ho-pola, ba-tla êtsa joang?

B: Ba-tla lula fatsê, ba-noê joala, ba-binê.

A: Basali bôna ba-tla êtsa joang?

B: Ba-tla noa joala le-bôna, ba-ôlosê mabêlê, ba-binê, ba-liliêtsê.

C-2

S: Ak'u hlalosê hore naa baithaopi ba-tla ea joang Lesotho.	Please explain how the volunteers will go to Lesotho.
T: Ba-tla tsamaea ka sefofane. Ba-tla kôpana New York. Ba-tlohê New York ka-sefofane, ba-lebê London.	They will go by plane. They will meet (each other) in New York. They will leave New York by plane and head for London.
<u>Ha</u> <u>ba</u> -fihla London ba-tla phomola têng letsatsi lôhlê.	When they arrive in London, they will rest there all day.
Ba-tlohê têng mantsiboea, ba-lebê Lagos. <u>Ha</u> <u>ba</u> -tloha Lagos ba-lebê Kinshasa, <u>ha</u> <u>ba</u> -tloha têng ba-kênê Khautêng.	They will leave from there in the evening and head for Lagos. When they leave Lagos, they will head for Kinshasa, and when they leave from there they will arrive at Johannesburg.

H_a b_a-fihla Khautëng,
ba-tla palama sefofane sêê
eang Lesotho. Ba-tlohê
Khautëng hoseng ka-"quarter-
past-7:00." Ba-fihlê Masëru
ka-9:00.

When they arrive at Johannesburg, they
will board a plane which is going to
Lesotho. They will leave Johannesburg
in the morning at 7:15. They will
arrive in Masëru at 9:00.

C-3

T: Ak'u hlalosê hore naa hosasa u-tla
ëtsa joang.

Please explain what you are going to
do tomorrow.

S: Hosasa k_g-tla tsoha, k_g-hlapê,
k_g-aparê, k_g-....

Tomorrow I'll get up, wash, dress,

(continue in the fashion of C-2
in Cycle 107)

C-4

PCV: Matloana a-hokae?

Where are "the little houses?"

Mosotho₁: U-tla tsamaea. U-fetê
ntlo Ëna. U-tjekê hukung
ea-jarete. U-botsê batho.

You (will) go, you pass this house, you
turn at the corner of the garden, and
(then) ask the people.

PCV: (meets Mosotho₂) Ak'u
ntšoarêlê. Matloana a-
hokae?

Mosotho₂: K_e-ane.

They are over there.

PCV: A-kae? H_a-k_e-a-bōne.

Where are they? I don't see them.

Mosotho₂: H_a-r_e-eê, k_e-u-isê.

Let's go, I should take you.

M-1

Review Cycle 132. Use a piece of string for C-1 to C-5

<u>Teacher</u>	<u>Response</u>	
fasa	fasolla	tie//untie
bôfa	bôfolla	load//unload
thata	thatolla	wind//unwind
tlama	tlamolla	bind//unbind

C-1

- T: Naa u-tseba ho-[thata] [khoêlê]? Do you know how to [wind] [string]?
 S: Ê-ê, ha-ke-tsebe. Ho-[thata] No, I don't know. To [wind] [string]
 [khoêlê] ke-ho-ëtša joang? is to do what?
 T: Ke-ho-ëtša tjëna (teacher demonstrates). It is to do thus...
 S: [Khoêlê] ke'ng? [String] is what?
 T: [Khoêlê] ke-nthô ëna. [String] is this thing.

C-2

- T: Naa u-tseba ho-[e-thatolla]? Do you know how to [unwind] it?
 S: Ha-ke-tsebe ho-[e-thatolla]. Ke-
 ho-ëtša joang?
 T: Tlisa ke-u-bontšê. Ke-ho-ëtša
 tjëna.
 S: Öö, kea-bôna.

C-3

- T: (Winding the string) Ke-ëtša joang? What am I doing?
 S: U-thata khoêlê.
 T: (Unwinding the string) Joalë ke-
 ëtša joang?
 S: U-thatolla khoêlê. You are unwinding string.

C-4

- T: Naa u-ka-[thata khoêlê]? Can you [wind string]?
 S: Këa-khôloa nka leka. I think I can try.
 T: Ak'u lekê ho-e-[thata] ke-bônê. Please try to wind it so I can see.

C-5

T: U-ka [e-thatolla]?

Can you [unwind it]?

S: Ēē, nka [e-thatolla]. Mphê
ke-[e-thatollê].M-2

bôfa	Basali ba-bôfa litönki.	The women load the donkeys.
böfolla	Basali ba-böfolla litönki.	The women unload the donkeys.
fasa	Basali ba-fasa litönki.	The women tie the donkeys.
fasolla	Basali ba-fasolla litönki.	The women untie the donkeys.

C-6

A: Tönki e-sëbëlisoa ho-ëtša'ng

A donkey is used to do what?

B: Ho-[bôfa[mekötla.

To [carry] bags.

C-7A: Basali ba-bôfa ka'ng ha ba-il'ö
sila?The women load up what when they go
to grind?

B: Ba-bôfa ke-litönki.

A: Ha ba-fihla leloaläng ba-ëtša joang?

When they arrive at the mill, they
do what?B: Baa-böfolla. Baa-sila. Ha ba-qêta
ho-sila ba-bôfa hapê. Ba-boêla
haë.They unload. They grind. When they
finish grinding, they load up
again. They return home.

A: Ha ba-fihla haë, ba-ëtša joang?

B: Baa-böfolla.

C-8A: Ha u-bêha mokötla holima tönki
u-ëtša joang?When you put a bag on a donkey you do
what?

B: Kea-bôfa.

A: Ha u-o-thëola täng u-ëtša joang?

When you bring/take it down from there
you are doing what?

B: Ha ke-o-thëola, kea-böfolla.

When I take it down, I'm unloading.

C-9

A: U-ea kae?

B: Ke-ea sakäng.

I'm going to the corral (lesaka).

A: U-il'ö ätsa joang?

B: Ke-il'ö fasa [tönki].

C-10

A: [Tönki] ea-hao e-kae?

B: E-ka-sakäng.

It's in the corral.

A: U-tla e-fasolla neng, e-eê nakäng? When will you untie it so that it may
go into the countryside?

B: Ke-tla e-fasolla hôna joalë.

M-1

Use pictures 1, 2, 3, and 4 for the following.

<u>Teacher</u>	<u>Response</u>	
Batho ba-feta pela sefatê. Se-na le-tšepe.	Batho ba-feta pela sefatê sëë nang le-tšepe.	The people are passing near a tree which has a bell.
Mosali o-sëbëlisa lejoê. Le-bitsoa "tšilô."	Mosali o-sëbëlisa lejoê lëë-bitsoang "tšilô."	The woman is using a stone which is called "tšilô."
Ke-bôna lesaka. Le-na le-likhōmo ka-hare.	Ke-bôna lesaka lëë nang le-likhōmo ka-hare.	I see a kraal which has cattle in it.
Molisana o-palame phōôfōlô. E-bitsoa tōnki.	Molisana o-palame phōôfōlô ëë bitsoang tōnki.	The herdboys are mounted on an animal which is called "tōnki."
Monna o-ëme pela sefatê. Sefatê se-thuntsë.	Monna o-ëme pela sefatê sëë thuntsëng.	The man is standing near a tree which is blooming.

C-1

A: Batho ba-feta pela'ng?

B: Ba-feta pela sefatê sëë nang le-tšepe.

C-2

A: Mosali o-sëbëlisa'ng?

B: []

A: U-bôna'ng mōŭ?

B: []

A: Molisana o-palame'ng?

B: []

A: Monna o-ëme kae?

B: []

M-2

<u>Teacher</u>	<u>Response</u>	
Ke-batla motho. O-nkilë senôtlôlô sa-ka.	Ke-batla motho eaa nkilëng senôtlôlô sa-ka.	I'm looking for the person who has my key (lit:for the person who has taken my key).

Ke-batla mohlankana. O-nkilë mokötlana oa-ka.	Ke-batla mohlankana eaa nkilëng mokötlana oa-ka.	I'm looking for the youth who has my purse.
Ke-batla moroëëtsana. O-nkilë jësi ea-ka.	Ke-batla moroëëtsana eaa nkilëng jësi ea-ka.	I'm looking for the girl who has my sweater.

C-3

A: U-batla mang?

Who are you looking for?

B: Ke-batla [motho] eaa
nkilëng [senôtlôtlô sa-ka].

M-1

Beginning with this cycle a "reduced" format is frequently used for presenting the M-phases. This will make no difference in how the M-phase is used in class; you should continue to use the M-phases as if they had been written out in full. This "reduced" format is simply a way of eliminating repetitious words from the text. The hyphenated lines indicate that you should supply words from the full sentence above. Hence, in M-1 below

-----[thabisa]-----

should be read as

Nka u-thabisa ka'ng?

thusa	Nka u-[thusa] ka'ng?	help	How can I [help] you?
thabisa	-----[thabisa]----	please,	
		make happy	
khôtsôfatsa	-----[khôtsôfatsa]----	satisfy	
hlokofatsa	-----[hlokofatsa]-----	torment	

C-1

A: Nka u-thusa ka'ng, [ntatš]?
[Ntatš]: Ha-ke-batle lethô.

C-2

A: Nka u-thusa ka'ng, [ntatš]?
[Ntatš]: Ke-batla ôfisi ea-mookameli.
A: Tlôu ke-u-isê. Come, I'll take you.

M-2

bohôbê	Nka rêka [bohôbê] kae?	bread	Where can I buy [bread]?
sakha	----- [sakha] ----	a saw	
liêta	----- [liêta] ----	shoes	
parafine	----- [parafine]---	kerosene	

M-3

bohôbê	Nka fumana [bohôbê] kae?	bread	Where can I find [bread]?
sakha	----- [sakha] ---	a saw	
lefiêlô	----- [lefiêlô]---	a broom	
linaoa	----- [linaoa] ---	beans	

M-1

Sesotho	Ke-bö=mang baa ithutang [Sesotho]?	Sesotho	Who (pl) are studying [Sesotho]?
Senyesemane	-----[Senyesemane]?	English	
[]	-----[]?		

C-1

A: Ke-bö=mang baa ithutang [Sesotho]?

B: Ke-[Bill] le-[John].

Or: Ke-batho baa batlang ho-ea Lesotho. It's the people who want
to go to Lesotho.

M-2

lula	Ke-bö=mang baa [lulang] Lesotho?	staying	Who (pl) is [staying] in Lesotho?
ea	-----[eang]-----	go	
sëbëtsa	-----[sëbëtsang]---	work	
boêla	-----[boêlang]-----	return	

C-2

A: Ke-bö=mang baa
[eang] [Lesotho]?

B: Ke-[baithaopi].

M-3

Further drills for practicing the class 1 plural relative, baa, can be prepared along the line of M-1 and M-2 above from the materials in cycle 115.

M-4

See M-1, cycle 129, for further ideas on expanding this exercise.

C-3

PCV: Nka [rêka] [liêta] kae?

Mosotho: [Ha-Cowley].

[At Cowley's store].

PCV: [Ha-Cowley] Ke-hokae?

Mosotho: U-tla tsamaea. U-fetê [mmarakeng].

U-tjekê hukung ea-[lebênkêlê

la-Malêbo].

U-botsê batho.

You go past the [market], turn the corner at [Malebo's store], and ask some people.

PCV: Kea-lêboha.

M-4

lijô	Ak'u mpöntšê mōō nka fumanang [lijô].	food	Please show me where I can find some [food].
liêta	-----[liêta].	shoes	
litapolê	-----[litapolê].	potatoes	
morêna	-----[morêna].	the chief	
Thabô	-----[Thabô]	Thabo	
mookamêli	-----[mookamêli].	the director	

C-4

A: Ak'u mpöntšê mōō nka fumanang [litapolê].

B: U-ka li-fumana ["Maseru cafe"].

A: ["Maseru cafe"] ke-hokae?

B: U-tla tsamaea. U-fetê [pōsōng].

U-tšelê tsela, U-fetê ["American Library"]. You cross the road.

U-fihlê ["Maseru cafe"].

B: Ê-ê, ha-ke-qêta.

A: Öö, u-tla le-[koahêla] hê ha u-qêtilê. [Close] it when you have finished.

C-5

A: U-êtsa joang?

B: Kê-koahêla lebôkôsê lëna.

A: Se-kaa le-koahêla, kê-tlil'ô tšêla Don't close it, I'm coming to put
liphahlô ho-lôna. some clothes into it.

B: Ho-lokilê, u-tla le-koaholla ha u-tšêla
liphahlô.

A: Se-kaa koahêla pitsa êno kê-bônê hore Don't cover that pot, so I can see
naa u-phêhilê'ng. what you have cooked.

B: U-tla e-koaholla ha-kê-re, ha u-batla You'll uncover it, won't you, when
ho-bôna hore naa kê-phêhilê'ng? you want to see what I have cooked.

<u>Teacher</u>	<u>Response</u>	
Ke-batho. Ba-ithuta [Sefora].	Ke-batho baa ithutang [Sefora].	They are the people who are studying [French].
Ke-bö = nêê. Ba-ea [töröpöng].	Ke-bö=nêê baa eang [töröpöng].	It is the nurses who are going to [town].
Ke-basali. Ba-sila [pööne].	Ke-basali baa silang [pööne].	It is the women who are grinding [corn].
Ke-[].	Ke-[] baa	
Ba-[].	[]ng [].	

C-3

A: Ke-bö=mang baa [eang]
[töröpöng]?

B: Ke-[bö=nêê].

A: Ke-bö=mang baa []ng [].

B: Ke-[].

M-5

Use pictures 1 and 6 for the following:

<u>Teacher</u>	<u>Response</u>	
Ke-bôna batho. Ba-feta pela sefatê.	Ke-bôna batho baa fetang pela sefatê.	I see people who are passing near a tree.
Ke-bôna banna. Ba sêbêtsa tšimöng.	Ke-bôna banna baa sêbêtsang tšimöng?	I see men who are working in the field.
Ke-bôna banna. Ba-pola mabêlê.	Ke-bôna banna baa-polang mabêlê.	I see men who are threshing sorghum.

C-4

A: U-bôna 'ng mōo?

B: Ke-bôna [banna] baa [polang mabêlê].



Picture Number Six (Cycle 151)

W. v. d. Kallen, N. V. F.

M-1

Use a pot, a box, a tin can, and a bottle for the following.

pitsa	Koaholla pitsa.	pot	Uncover the pot.
lebôkôsê	Koaholla lebôkôsê.	box	Open the box.
bolëkana	Koaholla bolëkana.	tin can	Open the tin can.
bôtlôlô	Koaholla bôtlôlô.	bottle	Open the bottle.

C-1

A: U-tšëtse'ng ka-[bolëkanëng]? Koaholla ke-bônê.

B: H_g-kea-tšêla lethô.

A: Öö, koahêla hê.

C-2

A: U-tšëtse'ng ka-[lebôkôsëng]?

B: K_g-tšëtse [chôkô, lipêntšêlê, le-libuka].

C-3

Ngaka: Koaholla bôtlôlô. U-tšêlê moriana K'haphong.

Nêsê: K_g-o-tšëtse.

Ngaka: Koahêla bôtlôlô hê, u-mphê moriana.

Nêsê: Nka ke-öna.

M-2

koahêla	U-tla le-[koahêla], ha <u>u</u> -qêtilê.	shut, close	Close it when you have finished. (lit: You will close it when you have finished.
fasa	-----[fasa]-----	fasten	
isa pösöng	-----[isa pösöng]--	carry to the post office	

C-4

A: K_g-batla ho-[koahêla] lebôkôsê lëna.

U-qêtilê ho-tšêla liphahlô tsa-hao?

I want to [close] this box. Have
you finished putting your clothes
into it?

T-1

Use picture number 7 for the following.

Setšoantšô sêna se-re-bôntsa basali
ba-Basotho.

Ba-seôtlông. Ba-sêbêtsa haholo.

Ho-bônahala hore hoa-poloa.

Ho-poloa hôrô.

Basali bana baa-ôlosa.

Mosali ênoa o-itlammêka-tjale
thêkêng.

O-ôlosa ka-seroto.

Eaa pela-hae o-lutse fatše.

Le-eêna o-tšetse kôrô serotong.

Oa-boraro o-iname.

Le-eêna o-tšêtsê kôrô serotong.

Kaofêla ba-bônahala ba-sêbêtsa haholo.

Oa-pele o-roêtse lifaha molalêng.

Ha-aa-roala lethô hlôôhông le-maotong.

Oa-bobêli o-roêtse suku. Hapê o-roêtse
masêkana matsôhông.

Oa-boraro o-roêtse lifaha molalêng le-
masêkana maotong.

Q-1

T: Hlalosa setšoantšô sêna.

S: []

This picture shows us some Basotho
women.

They are at the threshing floor. They
are working hard.

It appears that there is threshing
going on.

There is threshing of wheat.

These women are winnowing.

This woman has tied herself about the
waist with shawl.

She is winnowing with a grain basket.
(The woman) who is near her is sitting
down.

She also has wheat in a grain basket.

The third one is stooping over.

She also has wheat in a grain basket.

They all appear to be working hard.

The first one is wearing beads around
the neck.

She isn't wearing anything on her head
or feet.

The second is wearing a head scarf. Also
she is wearing bracelets on her arms.

The third is wearing beads around the
neck and bracelets on the feet.

Q-2

Ask questions about this picture in the same manner that you did with previous pictures.

T-2

Ka-bokhutšoanyane, hlalosa setšoantšô sêna ka-mantsoe a-hao. U-sêbêlisê fêêla mantsoe ao barutuoa ba-ithutilêng ôôna.

Q-3

Ask questions about this picture based on your description in T-2 above.



M-1

thula	Ha <u>u</u> [nthula], ke-tla halefa.	bump	If you [bump] me, I'll be angry.
shapa	----[nchapa]-----	hit	
tšêha	----[ntšêha]-----	laugh at	
raha	----[nthaha]-----	kick	

C-1

A:	Ke-tla u-[thula], tloha tselêng.	I'll [bump] you, get out of the way.
B:	Ha <u>u</u> -[nthula], ke-tla halefa.	If you [bump me], I'll be angry.

M-2

chêlêtê	Ha <u>u</u> -ka ba le-[chêlêtê]	money	If you have lots of money,
	ë-ngata, u-ka ëtsa'ng?		what can you do with it?
	ka-eôna?		
körö	-----[körö]-----	wheat	
phofo	-----[phofo]-----	flour	
nama	-----[nama]-----	meat	

C-2

A:	Ha <u>u</u> -ka ba le-chêlêtê ë-ngata u-ka ëtsa'ng ka-eôna?
B:	Nka e-boloka bankêng. I can keep it in the bank.

M-3

Mafetêng	Ha <u>n</u> ka tloha Masëru ka-8:00, nka fihla Mafetêng ka-nakô efe?	If I leave Maseru at 8:00, at what time can I arrive at Mafeteng?
Leribê	Ha <u>n</u> ka tloha Masëru ka-8:00, nka fihla Leribê ka-nakô efe?	
[]	Ha <u>n</u> ka tloha Masëru ka-8:00, nka fihla [] ka-nakô efe?	
Warner Springs	Ha <u>n</u> ka tloha mōŭ ka-8:00, nka fihla Warner Springs ka-nakô efe?	If I leave here at 8:00, at what time can I arrive at Warner Springs?

[] Ha nka tloha moo ka-8:00,
 nka fihla [] ka-
 nakô efe?

M-4

Mafeteng	U-ka fihla ka-12:00.	You can arrive at 12:00.
Leribê	U-ka fihla ka-1:00.	You can arrive at 1:00.
[]	U-ka fihla ka-[].	

C-3

A: Ha nka tloha moo ka-[8:00] nka fihla [Warner Springs"] ka-nakô efe?
 B: U-ka fihla ka-[9:00].

C-4

A: Naa u-tla nchakêla ka-Söntaha?	Will you visit me on Sunday?
B: ĒĒ, kea-khōloa ke-tla tla.	
A: Nka-thaba haholo <u>h</u> <u>a</u> <u>u</u> -ka tla.	I can be very happy if you can come.

C-5

A: U-qētilē mosēbētsi oa-hao?	Have you finished your work?
B: Ê-ê, <u>h</u> <u>a</u> - <u>k</u> <u>e</u> <u>a</u> -qêta.	
A: U-lekê ho-sēbētsa kapele, <u>h</u> <u>a</u> <u>u</u> -batla ho-qêta.	You should try to work fast, if you want to finish.

M-1

haëno	[Haëno] ke-kae?	your home	Where is your home?
ha-habô	[Ha-habô]-----	his home	
ha-habô bôna	[Ha-habô bôna]---	their home	
ha-habô lona	[Ha-habô lona]---	your (pl) home	

M-2

Amërika	Haëso ke-[Amërika].	America	My home is in America.
Lesotho	-----[Lesotho].		
Texas	-----[Texas].		
Chicago	-----[Chicago].		
Quthing	-----[Quthing].		

C-1

Mosotho: Haëno ke-kae?

PCV: Haëso ke-[Amërika]. Uëna haëno ke-kae?

Mosotho: Ke-[Lesotho].

C-2

A: Haëno ke-kae?

B: Haëso ke-[New York].

A: John eëna ha-habô ke-kae?

B: Ha-habô ke-[Texas].

C-3

PCV: Naa haëno ke-[Masëru]?

Mosotho: Ê-ê, haëso ke-[Quthing].

C-4

A: Ha-habô [Thabô] ke-[Leribê]?

B: Ê-ê, ha-habô ke-[Mafetëng].

C-5

A: [Thabô] o-tsoa kae?

B: O-tsoa ha-habô.

A: Uëna u-tsoa kae?

B: Le-nna ke-tsoa haëso.

C-6

A: [John] o-tla boêla ha-habô neng? When will [John] return to his home?

B: Ha-ke-tsebe. Uêna u-tla boêla haêno neng?

A: Ka-mosô.

C-7

A: Naa ua-tseba hore kea-tsamaea? Do you know that I am leaving?

B: U-ea kae?

A: Ke-ea haêso.

B: Ao! U-tsamaea neng?

A: Ka-[Mmantaha].

C-8

Mosotho₁: Baithaopi baa ha-habô bôna ke-kae?

Mosotho₂: Ke-Amërika.

M-3

Amërika Ha-habô rona ke-[Amërika].

Our home is in [America].

Lesotho -----[Lesotho].

Englane -----[Englane].

New York -----[New York].

Mohales Hoek -----[Mohales Hoek]

C-9

Mosotho: Ha-habô lona ke-kae?

PCV: Ha-habô rona ke-Amërika.

M-4

hëno	[Hëno] ke-kae?	your father's home	Where is your father's home?
------	----------------	--------------------	------------------------------

habô	[Habô] -----	his father's home
------	--------------	-------------------

habô lona	[Habô lona]-----	your (pl) father's home
-----------	------------------	-------------------------

habô bôna	[Habô bôna]-----	their father's home
-----------	------------------	---------------------

ha-hao	[Ha-hao]-----	your place of abode
--------	---------------	---------------------

M-5

pela kêrêkê	Hěso ke-[pela kêrêkê].	near the church	My father's home is near the church.
pela sekölö	-----[pela sekölö].	near the school	
pela lebênkêlê	-----[pela lebênkêlê].	near the store	
morêněng	-----[morêněng].	in the chief's section	
hōna motseng mōna	-----[hōna motseng mōna].	right in this village here.	
mane	-----[mane].	over there	

C-10

PCV: Hěno ke-kae?
 Ngoana: Hěso ke-[pela kêrêkê].
 Ha-hao ke-kae?
 PCV: Ke-[hōna motseng mōna].

C-11

Mosotho: Ha-hao ke-kae?
 PCV: Ha-ka ke-[pela sekölö].

C-12

To the student: You will notice that haěno is used in the first three situations but not in the last.

(In America)

PCV: Haěno ke-kae?

Mosotho: Ke-Lesotho.

* * * *

(In Lesotho)

PCV: Haěno ke-kae ?

Mosotho: Ke-["Ty"].

* * * *

(In Ty)

PCV: Haěno ke-kae?

Mosotho: Ke-[ha-Mokhothu].

It is in Mokhothu's section.

* * * *

(In Mokhothu's section of Ty)

PCV: Ha-hao ke-kae?

Or: (to a child) Hëno

ke-kae?

Mosotho: Ke-[mane]

It is over yonder.

M-1

phela	Ke-ntsë ke-[phela].	I am continuing to [live].
bapala	-----[bapala].	
ngôla	-----[ngôla].	
sëbëtsa	-----[sëbëtsa]	

M-2

phela	U-ntsë u-phela joang?	How are you? (lit: How do you continue to live?)
ëtsa	U-ntsë u-ëtsa joang?	What are you doing? (lit: What are you continuing to do?)

C-1

A: Lumêla, ntatë.

B: Èë, lumêla mmê.

A: U-ntsë u-phela joang?

How are you?

B: Ke-ntsë ke-phela. Uêna u-phela joang?

I'm fine. And how are you?

A: Ao! le-nna ke-ntsë ke-phela.

M-3

bapala	O-ntsë a-[bapala].	He is playing. (lit: He is continuing to play)
sëbëtsa	-----[sëbëtsa].	
bua le-mookamëli	-----[bua le-mookamëli].	
batla buka ea-hae	-----[batla buka ea-hae].	

Repeat M-3 using the contracted form nts'a in place of ntsë a-:
O-nts'a bapala.

C-2

T: [Susan] o-kae?

S: O-[lebalëng].

She is at the [playground].

T: O-ntsë a-ëtsa joang [lebalëng]?

What is she doing at the

Or: O-nts'a ëtsa joang?

[playground]?

S: O-ntsë a-[bapala].

She's [playing].

Or: O-nts'a [bapala].

C-3

A: Baithaopi ba-ntsë ba-ëtsa'ng ka-tlelaseng?

B: Ba-ntsë ba-ngôla.

M-4

bua-le-mang?

U-ntsë u-bua le-mang?

Who are you talking to?

batla'ng?

U-ntsë u-batla'ng?

What are you looking for?

[]

U-ntsë u-[]?

Repeat M-4 using the contracted form nts'u in place of ntsë u-:

U-nts'u bua le-mang?

C-4

A: U-ntsë u-bua le-mang, [Bill]?

B: Ke-ntsë ke-bua le-[mookamëli].

C-5

A: U-ntsë u-batla'ng?

B: Ke-ntsë ke-batla [buka ea-ka].

E-ho-mang?

A: Ke-ëna ho-nna.

C-6

A: U-sëbëtsa kae?

B: Ha-ke-sëbëtse.

Ke-lula haë.

Ke-ntsë ke-batla mosëbëtsi.

C-7

A: Lumêla.

B: Ëë, lumêla.

A: Hao! u-fihlilë neng-na?

Oh! When did you arrive?!!

B: Ke-fihlilë maobane.

I arrived yesterday.

A: Joalë u-tla, u-ntsë u-phela?

(lit: Now you come, do you continue well?)

B: Ke-ntsë ke-phela. Uëna u-phela joang?

A: Ao! le-nna ke-ntsë ke-phela.

M-1

K ₅ -bôna likhōmo.	K ₅ -bôna likhōmo tsëë	I see cattle which are
Li-ëme ka-sakëng.	ëmeng ka-sakëng.	standing in the kraal.
Ba-feta pela lifatê.	Ba-feta pela lifatê tsëë	They are passing near the
Li-thuntsë.	thuntsëng.	trees which are blooming.
K ₅ -rata lijô.	K ₅ -rata lijô tsëë	I like food which is seasoned
Li-nokoa hantlê.	nokoang hantlê.	well.
K ₅ -rata lipêrê.	K ₅ -rata lipêrê tsëë	I like horses that run well.
Li matha hantlê.	mathang hantlê.	
Mphê litapolê.	Mphê litapolê tsëë	Give me potatoes that are
Li-lokilë.	lokilëng.	okay.
Palamang lipêrê.	Palamang lipêrê	Ride (you pl) the horses
Li-lokilë.	tsëë lokilëng.	which are ready.
Rêka linaoa	Rêka linaoa tsëë	Buy the beans which are
Li-chipi.	chipi.	cheap.

C-1

T: U-bôna 'ng setšoantšōng sēë? What do you see in this picture?

S: K₅-bôna likhōmo tsëë ëmeng ka-sakëng.

C-2

Ask questions which will require an answer from M-1 using the relative construction.

M-2

chesa	Mëtsi aa [chesang] a-tëng.	be hot	There is hot water. (lit: There is water which is hot.)
bata	----- [batang]-----	be cold	
futhumëtse	----- [futhumëtseng]---	be warm	

C-3

A: K ₅ -nyöruoë, k ₅ -batla [tëë].	I'm thirsty, I want [tea].
B: K ₅ -[e]-ëtseë? Mëtsi aa chësang a-tëng.	Should I fix some? There is hot water.
A: Eë, e-ëtseë.	Yes, (please) fix some.

C-4

A: K_ə-nyöruoë. K_ə-batla t_əë.

B: U-batla teë ëë-chesang?

A: Ê-ê, k_ə-batla teë ëë batang.

B: Êë-batang ha-e-eô. R_ə-na le ëë-chesang f^êêla.

C-5

A: Bohôbê bo-ëtsoa joang?

How is bread made?

B: Ba-mofuta ofe?

Which kind?

A: Bôô-phëhiloëng ka-mëtsi.

That which is steamed with water.

B: Ha-ke-tsebe hantlê. Tsamô'ô
botsa mophëhi.

I don't know very well. Go ask the
cook.

M-3Teacher

Basali ba-tšelëtse.

K_ə-bôna basali baa
tšelëtseng.

I see six women.

Banna ba-supilë.

K_ə-bôna banna baa
supilëng.

I see seven men.

Baroëtsana ba-tšelëtse.

K_ə-bôna baroëtsana
baa tšelëtseng.

I see six young girls.

Bahlankana ba-supilë.

K_ə-bôna bahlankana
baa supilëng.

I see seven young boys.

* * * * *

Likatiba li-tšelëtse.

K_ə-bôna likatiba
tsëë tšelëtseng.

I see six hats.

Libôlô li-supilë.

K_ə-bôna libôlô tsëë
supilëng.

I see seven balls.

Likatse li-tšelëtse.

K_ə-bôna likatse tsëë
tšelëtseng.

I see six cats.

Lintja li-supilë.

K_ə-bôna lintja tsëë
supilëng.

I see seven dogs.

C-6

A: U-bôna [basali] ba ba-kae?

How many [women] do you see?

B: K_ə-bôna [basali] baa [tšelëtseng].

A: U-bôna [likatse] tsë-kae?

B: K_ə bôna [likatse] tsëë [tšelëtseng].

Cycle 158 I'm unable to ride today.

158-1

M-1

tsamaea kapele Ke-sitōa ho-[tsamaea kapele]. walk fast

I am unable to walk fast
(Lit: I am prevented from
walking fast.)

u-thusa -----[u-thusa]. help you
palama kajëno -----[palama kajëno]. ride today
lula fatše -----[lula fatše]. sit down
ja -----[ja].

C-1

A: Molato ke'ng ha u-fihla morao sekōlōng?

What is wrong that you arrive
late at school?

B: Kea-kula. Ke-sitōa ho-tsamaea
kapele.

C-2

PCV: Ke-sitōa ho-[palama kajëno].

M ôokamêli: Hobane'ng?

PCV: (Hobane) pêrê e-mphumotse maobane.

[Because] the horse rubbed
me sore yesterday.

C-3

A: Naa u-ka nthusa, ra-bôfa mokōtla öö tōnking?

Can you help me load this
bag on the donkey?

B: Ke-sitōa ho-u-thusa ngoanëso.
Ke-jooa ke-[letsôhô].

I'm unable to help you,
brother, I have a sore
[arm].

A: Le-ëntsë joang?

What happened to it?

B: Le-bohloko fêêla.

(Lit: It has done how?)

A: Ke-hampe. Ke-soabilë.

It is painful only.

Review Cycle 142 for C-4, C-5, M-2, and C-6

A: Naa u-ka [fasa thae]?

B: Ê-ê, ha-ke-tsebe ho-[fasa thae].

C-5

A: U-tseba ho-khanna?

B: Êê, kea-tseba.

A: Naa u-ka khanna kölôi ea-mofuta öö?

B: Ê-ê, ha-ke-tsebe ho-khanna kölôi ea-mofuta öna.

M-2

ha-Mosala	Ê-ê, ha-ho-rëkisoë joala ba-Sekhooa [ha-Mosala].	No, liquor is not sold at Masala's.
ha-Mafafa	-----[ha-Mafafa].	
ha-Baas Jan	-----[ha-Baas Jan].	
Makaota Store	-----[Makaota Store].	

C-6

A: Naa nka fumana [joala ba-Sekhooa] [ha-Mosala]?

B: Ê-ê, ha-ho-rëkisoë [joala ba-Sekhooa] [ha-Mosala].

M-1

<u>Teacher</u>	<u>Response</u>	
pitsa	pitsana	pot//little pot
noka	nokana	river//stream
molisa	molisana	herdboy//little herdboy
mokötla	mokötlana	bag//purse
motse	motsana	village//little village
buka	bukana	book//passbook
sechaba	sechabana	nation//little nation
lesaka	lesakana	kraal//little kraal
tsela	tselana	road//path

C-1

A: Pitsana ea-tsoekere e-kae?

Where is the sugar pot?

B: Ke-ëna.

A: Nnëhëlëtsë eôna.

(Please) pass it to me.

C-2

A: Pitsana ëë, e-tšëtse'ng?

This little pot, what does it contain?

B: E-tšëtse bebese.

C-3

A: U-ea kae?

B: Ke-isa chëlêtê bankëng.

A: U-na le-bukana?

Do you have your passbook?

B: Ëë, ke-na le-eôna.

C-4

A: U-nts'u batla'ng?

B: Ke-batla bukana ea-ka. Ke-ea bankëng.

C-5

159-2

Naa [Mohokare] ke-noka kapa ke-nakana?

Is the Mohokare a river
or a stream?

Mohokare ke- noka, ha-se nokana.

Or: Ke-noka, ha-se nokana.

M-2

Teacher

Response

matlo

matloana

houses//little houses

sekōlō

sekōloana

school//little school

tšilo

tšiloana

grinding stone//little
grinding stone

lekôtô

lekôtôana

skin//little skin

sekōtlōlō

sekōtlōloana

basin//little basin

pholo

phololoana

ox//young ox

seroto

serotoana

basket//little basket

nthô

nthoana

thing//little thing

Mosotho

Mosothoana

Mosotho//little Mosotho

motho

mothoana

person//small person

C-6

A: Mothoana eo eaa tlohang mōō ke-mang?

That little man who is
leaving here, who is he?

B: Ha-ke-tsebe hore naa lebitsô la-hae ke-mang.

A: Ha-habô ke-kae?

Where is his home?

B: O-re ha-habô ke-[Matsiêng].

M-3

Another suffix, -nyana, is also used sometimes as a diminutive.

Teacher

Response

lesēli

lesēlinyana

light//little light

ntja

ntjanyana

dog//little dog

mmutla

mmutlanyana

hare//little hare

kölöi

kölöinyana

car//little car

lijô

lijônyana

food//a small amount of food

hêmpê	hêmpênyana	shirt//little shirt
motho	mothonyana	person//little person
lesaka	lesakanyana	kraal//little kraal
sale	salenyana	saddle//little saddle
mosali	mosalinyana	woman//little woman
moruti	morutinyana	priest//little priest
hlôôhônô	hlôôhônnyana	head//little head

C-7

Ke-[ntjanyana] ea-mang ëë?

Whose [little dog] is this?

Ke-ea [Susan]. Ua-e-rata?

Ê-ê, hâ-ke-rate [lintjanyana].

C-8

Ke-batla ho-fêpa ntjanyana ëna

I want to feed this little dog of mine.

ea-ka. Naa lijô li-tëng?

Is there any food?

Ëë, lijônyana li-ntsë li le-tëng

Yes, there is still a little food in the

ka-pitsëng. U-ka e-fêpa.

pot. You can feed it.

C-9

Non-Christian: Morutinyana ëo oa-lona
o batla'ng motseng mōō?

That little priest of yours, what does
he want in this village?

Christian: Naa u-ka re-ntatë moruti,
ke-morutinyana?

Can you say that the Father is a little
priest?

Non-Christian: Ëë, nna hâ-ke-mmattle
hara motse mōna.

Yes, I don't want him in this village.

Re-sitōa ho-noa

We are unable to drink our beer as
we please.

joala ba-rona

hantlê.

The addition of the diminutive suffix -ana to a stem whose last consonant is -b- or -l- results in a change to -j-.

<u>Teacher</u>	<u>Response</u>	
bohôbê	bohöjana	bread//a small piece of bread
thêbê	thëjana	shield//little shield
tsêbê	tsëjana	ear//little ear
kobô	kojoana	blanket//little blanket
sethêbê	sethëjana	mat//little mat
thaba	thajana	mountain//little mountain
mosali	mosajana	woman//little woman
sethôle	sethöjana	keifer//little keifer
lerôle	leröjana	calf//little calf
holê	hojana	far//a little distance
sehôle	sehöjana	idiot//little idiot
mohale	mohjana	hero//little hero
mabêlê	mabëjana	sorghum//a small amount of sorghum
bohlale	bohlaiana	wisdom//a little wisdom

E-2

The addition of the diminutive suffix -ana to a stem whose last consonant is -t- results in a change to -tj-.

sefatê	sefatjana	tree//a small tree
mokêta	mokëtjana	a lean cow//a small lean cow
moköti	mokötjana	hole//small hole
lemati	lematjana	door//small door

E-3

The addition of the diminutive suffix -ana to a stem whose last consonant is -m- results in a change to -ngo-.

tšimo	tšingcana	field//little field
leleme	lelegoana	tongue//little tongue
khömo	khöngoana	cow//small cow
molamu	molangoana	stick//small stick
lerumô	lerungoana	spear//small spear
molömo	molöngoana	mouth//small mouth
selömo	selöngoana	precipice//small precipice
mmômô	mmöngoana	shin//little/thin shin

TO THE STUDENT:

The suffixes -ana and -nyana can generally be added to nouns, giving them a diminutive meaning which is translated into English as little, small, or young. This sometimes results in a form which is used in a derogatory manner or to show contempt; e.g., mothoana (C-6) and morutinyana (C-9). The diminutive may also be somewhat more specialized in meaning than the original noun; for example:

buka	book	bukana	savings pass book
mokôtlä	bag	mokötlana	purse
matlo	houses	matloana	toilets

The addition of the suffix -ana often causes changes in the stem of the noun to which it is attached; see M-1, M-2, E-1, and E-3.

TO THE TEACHER

The M-phases and the exercises contain far more new words than you can possibly put into C-phases in a single class period. Cover this material sufficiently so that the student knows the two suffixes (as used in M-1 and M-3) and is aware of the stem changes which may occur because of the addition of -ana. Then in later class periods you should review this cycle and use some of the new words in conversation.

M-1

ba tǝng	Nka soaba haholo h <u>a</u> u-kǝ-kǝ	be there	I'll be very sorry if you
	oa-[ba tǝng].		can't be there. (lit: I
			can be very sorry if you
			cannot be there.)

sǝbǝtsa	-----[sǝbǝtsa].	work
lula fatše	-----[lula fatše].	sit down
palama kajǝno	-----[palama kajǝno].	ride today
ja	-----[ja].	eat

C-1

A:	Naa u-tla ba-tǝng moketeng oa-ka?	Will you be at my feast?
B:	Kǝ-rata ho-tla, empa mohlǝmong kǝ-tla sitoa.	I would like to come, but perhaps I will be prevented.
A:	Nka-soaba haholo h <u>a</u> u-kǝ kǝ oa-ba-tǝng.	I'll be very sorry if you can't be there.

C-2

A:	Naa u-jelǝ?
B:	Ê-ê, h <u>a</u> -k <u>e</u> -batle ho-ja.
A:	U-tla lapa haholo h <u>a</u> u-kǝ kǝ oa-ja, hobane re-tla sǝbǝtsa haholo kajǝno.

C-3

A:	Naa u-tla palama kajǝno?
B:	Kǝ-rata ho-palama empa mohlomong kǝ-tla sitoa.
A:	Nka soaba h <u>a</u> u-kǝ kǝ oa-palama kajǝno.

C-4

A:	Naa ua-sǝbǝtsa?	
B:	Ê-ê, h <u>a</u> -k <u>e</u> -sǝbǝtse. Kǝ-ntsǝ k <u>e</u> -batla mosǝbǝtsi.	No, I'm not working. I'm looking for work.

A: Nka thaba ha u-ka o-fumana,
empa nka soaba ha u-kê kē
oa-sëbëtša.

I'll be happy if you can find it, and
I'll be sorry if you can't work.

B: K_g-tla leka ho-o-fumana nme
k_g-tsëpa hore k_g-tla
o-fumana.

I will try to find it, and I hope that
I will find it.

C-5

Ba-tšoanëtse ho-ea [Warner Springs]
neng?

When do they have to go to [Warner
Springs]?

Ba-tšoanëtse ho-ea hôna kajëno empa
ba-kê-kê ba-ea ha-mookamëli a-sa
rate.

They have to go right away, but they
cannot go if the director doesn't
allow it.

C-6

A: Naa le-tla ea masimong hosasa?

Are you going to the fields today?

B: K_g-khôloa hore ha pula e-kê-kê
ea-na re-tla ea.

I think that if the rain cannot fall,
we will go.

A: Ha-pula e-na tēng?

And if the rain falls there?

B: Chêê, ha-pula e-na, re-ka-sitoe
ho-ea.

Well, if the rain falls, we can be
prevented from going.

M-1

buka efe?	O-nkilê [buka efe]?	which book?	Which book is he holding?
metse efe?	----- [metse efe]?	which villa-	
		ges?	
lebôkôsê lefe?	-----[lebôkôsê lefe]?	which box?	
sekôlô sefe?	-----[sekôlô sefe]?	which school?	
bohôbê bofe?	-----[bohôbê bofe]?	which bread?	
libuka life?	-----[libuka life]?	which books?	
liêta life?	-----[liêta life]?	which shoes?	
motse ofe?	-----[motse ofe]?	which village?	
mabôkôsê afe?	-----[mabôkôsê afe]?	which boxes?	

C-1

A: O-nkilê mabôkôsê afe?

B: O-nkilê lêê tšêtseng libuka
le-lêê tšêtseng lipêntšêlê.He is holding the one which contains
the books and the pencils.C-2

A: U-tla ruta sekôlô sefe?

Which school will you teach at?

B: Sa-[St. Joseph's].

C-3

A: U-tla lula motseng ofe?

B: Mookamêli o-re ke-tla
lula [ha-Mafêfooane].C-4

A: U-pösitsê lengôlô lefe?

Which letter have you posted?

B: Ke-pösitsê lêê eang ho-mookamêli.

I posted the one which is going to
the director.M-2

ea-Rôma	Ke-kêna kêrêkê [ea-Rôma]	of Roma	I attend the Roman Catholic Church.
ea-Chache	-----[ea-Chache]	Anglican	I attend the Anglican Church.
ea-Fora	-----[ea-Fora]	of the French	I attend the Lesotho Evangelical Church.

C-5

A: U-kêna kêrêkê efe?

B: Ea-[Rôma].

C-6

A: Tsela ëë eang Rôma ke-efe?

Which is the road that goes to Roma?

B: Ke-eôna ëna.

This is the one.

C-7

A: Thabô o-tseba ho-bua lipuô life?

Which languages does Thabo know?

B: O-tseba ho-bua Sesotho, Seburu le
Sekhooa.

TO THE STUDENT:

The question word -fe has been used several times previously:

Ke-letsatsi lefe. (Cycle 31, M-2)

Le-rata lijô life? (Cycle 48, M-4)

U-batla mosëbëttsi oa-mofuta ofe? (Cycle 73, M-1)

Liphôôfôfô tsa-bohlôkoa Amërika ke-life?

(Cycle 85, Q-15)

Buka efe?

(Cycle 98, C-8)

The complete set of forms is given in the table below. You will notice that the concords occurring with -fe are exactly the same as the subject concords (SC).

CONCORDS WITH -fe

1. [mo.NOUN] ofe?	[ba.NOUN] bafe?
Mosotho ofe?	Basotho bafe?
2. [mo.NOUN] ofe?	[me.NOUN] efe?
molamu ofe?	melamu efe?
3. [le.NOUN] lefe?	[ma.NOUN] afe?
letsatsi lefe?	matsatsi afe?
4. [se.NOUN] sefe?	[li.NOUN] life?
sejana: sefe?	lijana life?
5. [N.NOUN] efe?	[liN.NOUN] life?
nku efe?	linku life?
6. [bo.NOUN] bofe	[ma.NOUN] afe?
bosiu bofe?	masiu afe?

In M-1: nkilê is the stative form of nka, take.

In C-1: the relative lëê refers to lebôkôsê, understood from the question.

In M-2: The Lesotho Evangelical Church is an outgrowth of the work of French Protestant missionaries, hence the designation, ea-Fora. The Anglican Church is known as Chache, a borrowing from the English word "Church." The source of the name for the Roman Catholic Church should be obvious.

TO THE TEACHER:

The following exercises will aid in acquiring an automatic control over the concords used with -fe.

E-1

<u>Teacher</u>		<u>Response</u>
motsoallê		motsoallê ofe?
moithaopi		moithaopi ofe?
mosali		mosali ofe?
[]		[] ofe?
	* * *	
bana		bana bafe?
banna		banna bafe?
banana		banana bafe?
[]		[] bafe?
	* * *	
letsatsi		letsatsi lefe?
lentsoe		lentsoe lefe?
[]		[] lefe?
	* * *	
sejana		sejana sefe?
setulô		setulô sefe?
[]		[] sefe?

E-2

<u>Teacher</u>	<u>Response</u>
bosiu	bosiu bofe?
bohôbê	bohôbê bofe?
[]	[] bofe?

* * *

molamu
monyakô
[]

molamu ofe?
monyakô ofe?
[] ofe?

* * *

melamu
menyakô
[]

melamu efe?
menyakô efe?
[] efe?

* * *

nku
pêrê
kobô
[]

nku efe?
pêrê efe?
kobô efe?
[] efe?

E-3

Teacher

matsatsi
mangôlô
[]

Response

matsatsi afe?
mangôlô afe?
[] afe?

* * *

linku
lipêrê
[]

linku life?
lipêrê life?
[] life?

* * *

masiu
mahôbê
[]

masiu afe?
mahôbê afe?
[] afe?

* * *

lijana
litulô
[]

lijana life?
litulô life?
[] life?

M-1

ea	U-ně u-[ea] kae?	go	Where were you [going]?
ithuta	-----[ithuta]---	study	
palama	-----[palama]---	ride	
tsoa	-----[tsoa]-----	coming from	
le	-----[le]-----	be	Where [were] you?

M-2

ea	K _ə -ně k _ə -[ea] ngakěng.	go	I was [going] to the doctor's.
tsoa	-----[tsoa]-----	coming from	
le	-----[le]-----	be	I [was] at the doctor's.
sěbětsa	-----[sěbětsa]---	work	

C-1A: K_ə-ilě ka-u-bōna [töröpöng].

I saw you [in town].

U-ně u-ea kae?

Where were you going?

Or: U-n'u ea kae?

B: K_ə-ně k_ə-ea [ngakěng].M-3

ětsa'ng?	U-ně u-[ětsa'ng]	doing what?	What were you [doing] at the cafe yesterday?
	k'hěfing maobane?		
batla'ng?	-----[batla'ng]-----	looking for what?	
rēka'ng?	----[rēka'ng]-----	buying what?	
isa'ng?	----[isa'ng]-----	taking what?	

M-4

rēka lijô	K _ə -ně k _ə -[rēka lijô].	buy food	I was buying food.
batla Susan	-----[batla Susan].	look for Susan.	
isa liphahlô	-----[isa liphahlô].	taking clothes	

C-2

A: U-ně u-ětsa'ng [k'hěfing] maobane?

B: K_ə-ně k_ə-[rēka lijô].

M-5

ilë k'hëfing Susan o-në a-[ilë k'hëfing]. going to Susan was [going to the
the cafe cafe].

palame -----[palame]. riding

röbëtse -----[röbëtse tlelaseng] sleeping in

tlelaseng class

mamëtse -----[mamëtse]. listening

C-3

A: [Susan] o-në a-ilë kae? Where was [Susan] going?

B: O-në a-ilë [k'hëfing].

A: O-rëkilë'ng?

B: O-rëkilë [ênkê le-pênê].

M-6

tëng Susan o-në a-le-[tëng] present Susan was present yesterday.

maobane.

sieô -----[sieô]---. absent Susan was absent yesterday.

C-4

A: U-në u-na le-mang ka-öfising Who were you with in the office yesterday.

maobane?

B: Kë-në kē-na le-[tichêrê]. I was with the [teacher].

A: Mookamëli o-në a-le kae?

B: O-në a-le sieô. He was absent.

C-5

A: Naa Susan o-në a-le tëng tlelaseng kajëno?

B: Ěë o-në a-le-tëng.

Or: Ěë, o-n'a le-tëng.

A: Naa o-tla ba-tëng hosasa?

B: Ê-ê, o-itsë o-tla ba-sieô. No, she said she will be absent.

M-1

sebaka	Naa[sebaka]se-tëng?	place	Is there a place?
setulô	-----[setulô]-----	chair	

C-1

S: K _ə -rata ho-kêna tlelaseng ea-hao.	I want to join your class.
Naa sebaka se-tëng?	Is there a place?
T: Sebaka se-tëng, fêêla setulô	There's place, only there's no
ha-se-eô.	chair.
S: K _ə -tla lata setulô sa-ka	I'll go fetch my chair.
T: Ho-lokilë, phakisa.	

M-2

sa-tichêrê	O-rata ho-nka sebaka	the teach-	He/she would like to take
	[sa-tichêrê].	er's	the [teacher's] place.
sa-morêna	-----[sa-morêna].	the chief's	
sa-ka	-----[sa-ka].	my	

C-2

A: O-batla'ng sekölöng?	
B: O-batla ho-bua le-mookamëli.	
A: O-bua'ng le-mookamëli?	
B: O-rata ho-nka sebaka sa-tichêrê	He wants to take the place of the
sekölöng.	teacher in school.
A: Tichêrê o-ea kae?	
B: O-fumane mosëbëtsi mmusöng.	He has found work with the government.

M-3

Thaba=Bosiu	[Thaba=Bosiu] ke-sebaka.	Thaba-Bosiu	Thaba-Bosiu is a place.
Khautëng	[Khautëng] -----		
Rôma	[Rôma]-----		
Disneyland	[Disneyland]-----		

C-3

A: [Disneyland] ke' ng?
B: Ke-sebaka, [Amërika].

C-4

A: U-tsoa kae?
B: Ke-tsoa [Rôma].

A: [Rôma] sebakëng sefe?

Which place in Roma?

B: Ke-tsoa [Universiting].

C-5

A: Sebaka sa Morija ke-sa-mang?

Who is over the Morija ward?

B: Ke-sa-morêna [Matete].

C-6

PCV: Ke-kopa sebaka.

I'm asking for a place.

Morêna: U-kopa sebaka sa'ng?

What kind of place are you asking for?

PCV: Mōō nka rôpang pêrê
ea-ka tēng.

(A place) where I can tether my horse.

Morêna: Ho-lokilê. Bō-Phiri ba-tla
u-bōntša hore naa u-e-rôpê
kae.

C-7

A: Ho-joang kantlê kajêno?

B: Bakëng sa'ng?

With respect to what?

A: Sa-ho-bata?

B: Ê-ê, ho-futhumêtse kajêno.

M-4

liêta; Ke-hopola ho-rêka
katiba [liêta] sebakëng
 sa-[katiba].

shoes; I'm thinking of buying
hat shoes instead of a hat.

buka; -----[buka]
lipömpöng -----[lipömpöng].
pêrê; -----[pêrê]
tönki -----[tönki].

C-8

A: Naa u-hopola ho-rêka [katiba]?

Are you thinking of buying a [hat]?

B: Chêê, ke-hopola ho-rêka [liêta]
sebakëng sa-[katiba].

M-1

palama	Ke-bôna John a-[palama] hantlê.	I see that John [rides] well.
sëbëttsa	-----[sëbëttsa]-----	
bapala	-----[bapala]-----	
tantša	-----[tantša]-----	

M-2

palama	Ke-bôna Bill a-sa-[palame] hantlê.	I see that [Bill] doesn't ride well.
sëbëttsa	-----[sëbëtse] -----	
bapala	-----[bapale]-----	
tantša	-----[tantše]-----	

C-1

- A: Thabô le-Bill ba-[palama] joang?
 B: Ke-bôna Thabô a-[palama] hantlê.
 A: Bill eënaa?
 B: Eëna ke-bôna a-sa-[palame] hantlê.

M-3

<u>Teacher</u>	<u>Response</u>	
Ke-bôna a-palama hantlê.	Ke-bôna a-sa-palame hantlê.	I see he doesn't ride well.
Ke-utloa a-bina hamonate.	Ke-utloa a-sa-bine hamonate.	I hear he doesn't sing well.
Ke-fumane a-sëbëttsa.	Ke-fumane a-sa-sëbëtse.	I found that he is not working.
O-fihlilê a-kôlôbilê haholo.	O-fihlilê a-sa-kôlôba haholo.	He arrived not very wet.
Ke-tseba a-kêna sekôlô.	Ke-tseba a-sa-kêne sekôlô.	I know he is not attending school.
O-bua a-thabilê.	O-bua a-sa-thaba.	He speaks, he is not happy.
Ke-fumane ba-phela hantlê.	Ke-fumane ba-sa-phele hantlê.	I found they are not well.

C-2

U-tsoa kae?

Ke-tsoa ofising ea-mookameli.

U-fumane a-sëbëtse 'ng?

Ke-fumane a-sa-sëbëtse lethô.

I found him not doing a thing.

C-3

Bill o-fihlilê ka-nakô efe?

What (at which) time did Bill arrive?

O-fihlilê bosiu.

O-fihlilê a-kölöbilê?

Ê-ê, o-fihlilê a-sa-kôlôba.

C-4

U-tsoa haê?

Êê.

U-fumane ba-phela joang?

Ke-fumane ba-sa-phele hantlê.

C-5

Ke-mang eaa binang?

Ke-[Susan].

Naa u-utloa a-bina hamonate?

Ê-ê, ke-utloa a-sa-bine hamonate.

M-1

moketeng	Naa u-tla ba têng	at my feast	Will you be at my feast?
oa-ka	[moketeng oa-ka]?		
pitsöng	-----[pitsöng]?	at the assem-	
		bly, meeting	
kërëkëng	-----[kërëkëng]?	at church	

C-1

Naa u-tla ba-têng [moketeng oa-ka]?	
ĒĒ, kẹ-khōloa kẹ-tla ba-têng.	Yes, I think I will be there.
Nka thaba hahoio ha u-ka ba-têng.	I'll (can) be happy if you'll
	(can) be there.

C-2

Naa u-tla ba-têng [pitsöng]?	
Ha-kẹ-tsebe hantlê. U-batla hore re-eê?	
ĒĒ.	
Ho-lokilê. Kẹ-tla leka ho-ba-têng.	Okay. I will try to be there.

C-3

Naa u-tla ba-têng [kërëkëng] ka-[Söntaha]?	
ĒĒ, kẹ-tla ba-têng. Uênaa?	
Le-nna kẹ-rata ho-ba-têng.	Me too, I'd like to be there.

M-2

pitsöng	Ho-thoe Thabô o-tla	at the	It is said that Thabo will
	ba [pitsöng] hosasa.	assembly	be[at the assembly]
			tomorrow.
moketeng	-----[moketeng]---	at the	
		feast	
Pêka	-----[Pêka]-----	at Pêka	

C-4

A: Kẹ-batla ho-bua le-Thabô. Ak'u botsê	I want to speak with Thabo. Please
hore naa nka mo-fumana kae?	ask where I can find him.

B: Ho-thoe o-tla ba-[pitsöng]
 hosasa, mme u-ka mmôna
 hôna têng.

They say he will be at the [assembly]
 tomorrow, and you can see him right
 there.

A: Kea-lêboha. Ke-tla leka
 ho-kôpana le-eêna
 hôna têng.

Thanks. I will try to meet him right
 there.

M-3

moithaopi John o-rata ho-ba
 [moithaopi].
 morêna -----[morêna].
 ngaka -----[ngaka].

volunteer John would like to be a
 volunteer.
 chief
 doctor

C-5

A: [John] o-rata ho-sêbêtsa'ng ha a-
 qêta lithutô tsa-hae?

What does John want to do (work) when
 he finishes his education?

B: O-rata ho-ba [ngaka].

M-4

moithaopi E-tla ba [moithaopi].
 morêna -----[morêna].
 moôki -----[moôki].
 moruti -----[moruti].

volunteer He will be a [volunteer].
 chief
 nurse
 minister

C-6

A: [Susan] o-tla sêbêtsa'ng ha a-fihla Lesotho?

B: E-tla ba- [Moôki].

M-5

chêlêtê Batho ba-tla ba
 le-[chêlêtê] hosasa.
 mokete -----[mokete]-----.
 papali -----[papali]-----.

money The people will have [money]
 tomorrow.
 feast
 game

C-7

A: U-rêkisa'ng?

What are you selling?

B: Ke-rëkisa lipërëkisi empa batho
 ha-ba li-rëke.

I'm selling some peaches but the
 people aren't buying them.

A: Batho ba-tla ba le-chêlêtê hosasa hobane
 . khoëli e-fêlile; mme ba-tla li-rêka.

The people will have money
 tomorrow because the month will be
 finished, and they will buy them.

- B: Ke-rëkisa lipërëkisi empa batho I'm selling some peaches but the
 ha-ba li-rêke. people aren't buying them.
- A: Batho ba-tla ba le-chêlêlê hosasa hobane The people will have money
 khoëli e-fêlile; mme ba-tla li-rêka. tomorrow because the month will be
 finished, and they will buy them.

C-1

(B bumps into A)

A: Hela! U-ětsa'ng uēna monna?

Hey! What are you doing, man?!

B: U-re naa ke-ětsa'ng? Ha-u-bone (hore) You ask what I'm doing. Don't you see what I'm doing?

A: Motho ęo, ua-ikhantša ęę!

This man, you are so impudent!

B: Hlōkōmēla mantsoe a-hao 'buti.

Take care of your words, brother.

U-tla tsoa kōtsi hōna joalę.

You will come out from an accident right away.

A: Ke-ntšoa kōtsi ke'ng?

Why will I come out from an accident?

B: Ke-tla u-shapa hōna joanę.

I will beat you right now.

A: Ua-pota. U-ka shapa mm'ao pele.

You are talking nonsense. You can beat your mother first.

B: Hęę monna, u-se-ke oa-bua ka-mmę,
ua-utloa?

Hey man, don't speak about my mother, do you hear?

Or: Hęę monna u-se-kaa bua ka-mmę,
ua-utloa?M-1

bua ka-mmę

U-se-ke oa-[bua ka-mmę].

speak about

Don't speak about

my mother

my mother.

ngōla ka-pęntsęlę

-----[ngōla ka-pęntsęlę].

write with a pencil

bua le-Mphō

-----[bua le-Mphō].

speak with Mpho.

ntsęia

-----[ntsęia].

leave me

ntsęha

-----[ntsęha].

laugh at me

C-2

A: U-ntsę u-ngōla ka'ng?

What are you writing with?

B: Ka-pęntsęlę.

A: Ho-thoe u-se-ke oa-ngōla ka-pęntsęlę,
u-ngolę ka-pęnę.They say, don't write with a pencil,
write with a pen.

B: Őő, ke-nę ke-sa-tsebe.

Oh, I didn't know.

C-3

A: Naa u-ea ngakeng hōna kajēno?

B: Ēē.

A: Kẹ-kopa hore u-se-ke oa-ntsiea,
le-nna kẹ-ea tēng.

C-4

A: U-tsêha'ng? U-tsêha nna?

What are you laughing at? Are you
laughing at me?

B: Ê-ê, hẹ-kẹ-tsêhe uēna.

A: Kẹ-bōna hore u-tsêha nna. Kẹ-
u-kopa hore u-se-ke oa-ntsêha
hobane ha u-ntsêha kẹ-tla
halefa.

TO THE STUDENT:

Compare the negative imperative you learned in cycle 120 with the negative subjective construction used in this cycle:

(120) Se-kaa ngōla ka-pēntsêlê. Don't write with a pencil.

(166) U-se-ke oa-bua ka-mmê. You should not talk about my mother.

The latter is sometimes called the "polite" imperative (though in this dialog it is "polite" in form only, not in its intent!). It may be contracted to:

U-se-kaa bua ka-mmê.

There is a still shorter form of the negative imperative, which is used less than either of the two above:

Se-ngōle ka-pēntsêlê. Don't write with a pencil.

(120) Se-kaa ngōla ka-pēntsêlê. Don't write with a pencil.

Memorize the dialog in C-1 (otherwise always be sure to say ntšoarêlê!).

One of the worst kinds of insults in Sesotho is to refer to a relative, especially the mother, as is done in this dialog. This dialog is continued in cycle 172.

In C-1: 'buti is a contracted form of aubuti, brother.

TO THE TEACHER:

The student should have some practice in using the short form of the negative imperative. For this you can use cycle 120, substituting the short form wherever the longer form is used. For example, give M-1 in cycle 120 as follows:

Ngōla ka-pēntsêle.

Se-ngōle ka-pēntsêlê.

Don't write with a pencil.

Tlisa köfi.

Se-tlise köfi.

Don't bring coffee.

etc.

The other M-phases and C-phases in cycle 120 can be used in the same manner.

M-1Teacher

rêka

tseba

êma

palama

liêha

tšêha

utloa

kutla

lefa

Response

rêkisa

tsebisa

êmisa

palamisa

liêhisa

tšêhisa

utloisa

khutlisa

lefisa

buy//cause to buy, sell

know//cause to know, tell

stand, stop//cause to stand,
stop

ride//cause to ride

delay//cause to delay

laugh//cause to laugh

hear, taste//cause to taste

return//cause to return

pay//cause to pay

M-2

rêkisa pêrê	U-batla ho-[rêkisa pêrê]?	sell a horse	Do you want to [sell a horse]?
êmisa pêrê	-----[êmisa pêrê]?	stop a horse	
tsebisa Susan	-----[tsebisa Susan]?	inform Susan	
liêhisa Susan	-----[liêhisa Susan]?	delay Susan	

C-1

A: Pêrê êna e-hana ho-êma.	This horse refuses to stop.
B: U-batla ho-e-êmisa?	Do you want to make him stop?
A: Êê.	
B: Tsoara tomô, u-e-tiisê, e-tla êma.	Grasp the reins, hold him firmly, he'll stop.

C-2

A: Kê-il'ô rêka pêrê ho-[Phiri].	I'm going to buy a horse from Phiri].
B: O-rêkisa pêrê?	Is he selling a horse?
A: Êê, kê-utloilê a-re oa-e rêkisa.	Yes, I heard him say that he is selling one.

C-3

A: Naa ua-tseba hore naa sekölö se-kêna neng?	
B: Ê-ê, ha-kê-tsebe. Se-kêna neng?	
A: Se-kêna ka-8:00. U-tsebise le-[Susan]. It begins at 8:00. Please inform Susan.	
A: Kêa-lêboha. Kê-tla mo-tsebisa.	Thanks. I will inform her.

Teacher

thaba

hloêba

thola

loka

tšaba

Response

thabisa

hloëbisa

tholisa

lokisa

tšabisa

be happy//cause to be happy

be clean//cause to be clean

be quiet//cause to be quiet

be straight, right// cause

to be straight, right;

repair

be afraid, fear//cause to be

afraid

M-4

lokisang

Ke-mang eaa [lokisang

lioache

lioache]?

repair watches Who repairs watches?

hloëkisa ntlo

----- [hloëkising
ntlo]?

clean the

Who is cleaning the house?

house

thabisa Ann

----- [thabisang
Ann]?

make Ann happy Who is making Ann happy?

C-4

A: Ke-mang eaa lokisang lioache?

B: Ke-nna.

A: Naa u-ka lokisa oache ëë ea-ka?

B: Kë a-khôloa nka-e-lokisa. Tlisa
ke-bonê.

Can you fix this watch of mine?

I think I can fix it. Bring it so I can
see.

A: Ke-ëna.

B: Kë-tla u-bolêlla ha e-lokilê.

I will tell you when it is repaired.

C-5

A: Naa ua-bôna hore ntlo ëë

ha-ea-hloëka?

Do you see that this house (room)

is not clean?

B: Eë.

A: U-tla e-hloëkisa neng?

When will you clean it?

B: Ha ke-qêta ho-hlatsôa lijana.

M-3

<u>Teacher</u>	<u>Response</u>
nka	nkisa take//help to carry
lumêla	lumêlisa agree, believe//greet
tsuba	tsubisa smoke//give tobacco to
supa	supisa point at//show, demonstrate
nyala	nyalisa marry//give lobola

C-6

A: Kê-batla ho-tsuba fêêla

hâ-kê-na koae.

B: Koae e-têng ho-[Bill]. O-tla

u-tsubisa.

[Bill] has some tobacco.

He'll give you some (lit: cause you to smoke).

M-1

mophêhi	Tankisô e-nê e-le-[mophêhi].	cook	Tankiso was a [cook].
mokhanni	-----[mokhanni].	driver	
moithaopi	-----[moithaopi].	volunteer	
morëkisi	-----[morëkisi].	seller	

C-1

A: Tankisô o-nê a-sëbëtsa'ng?	What work was Tankiso doing?
B: E-nê e-le-[mophêhi].	He was a [cook].

M-2

morêna	Tankisô e-tla ba [morêna].	chief	Tankiso will be [chief].
moruti	-----[moruti].	minister	
moöki	-----[moöki].	nurse	
molemi	-----[molemi].	ag demonstrator	

C-2

A: Tankisô o-tla sëbëtsa mosëbëtsi ofe?	Which kind of work will Tankiso do?
B: E-tla ba [moruti].	He will be a [minister].

C-3

A: Naa [Tšelisô] o-ntsë a-sëbëtsa	Is [Tšeliso] working?
B: Ha-a-sa-sëbëtsa.	He isn't working anymore.
A: Ha-a-sa-sëbëtsa ke'ng?	Why is he no longer working?
B: O-kêna sekölö.	He's attending school.
A: O-nê a-sëbëtsing?	What work was he doing?
B: E-nê e-le [morëkisi]	
A: Joalë o-tla sëbëtsa'ng ha a-qêta lithutô tsa-hae?	What will he do when he finishes his education?
B: E-tla ba-[molemi].	

M-3

Söntaha	Maobane e-nê e-le-[Söntaha].	Sunday	Yesterday was [Sunday].
Moqebêlô	-----[Moqebêlô].	Saturday	
Mmantaha	-----[Mmantaha].	Monday	

C-4

168-2

A: Maobane e-në e-le-la-bokae?

What day was yesterday?

B: E-në e-le [Moqebêlô].

M-4

mokete	Ke-utloa hore Masëru koana e-në e-le-[mokete].	feast	I hear that in Masëru there was a [feast].
rëisisi	-----[rëisisi].	horse race	
pitsô	-----[pitsô].	assembly	
lechatô	-----[lechatô].	marriage	

C-5

A: U-utloilë litaba life kajëno?

What news have you heard today?

B: Ke-ütloa hore Masëru koana
e-në e-le [mokete].

I hear that over in Maseru there was a feast

A: Neng?

B: [Maoba].

M-1

bôna H_q-ke-ë=sö[böne] lethô.
 utloa -----[utloe] -----
 bua -----[bue] -----

see I haven't seen a thing yet.
 hear
 speak

C-1

A: K_q-utloilë u-bua. U-n'u-re'ng?
 B: Ê-ê, h_q-ke-ë=sö bua lethô.

I heard you speak. What did you say?
 No, I haven't said anything yet.

C-2

A: Litaba k_e-life kajëno?
 B: H_q-ke-tsebe. H_q-ke-ë=sö
 utloe lethô.

What's the news today?
 I don't know. I haven't heard a thing
 as yet.

M-2

qêta H_q-ke-ë=sö [qête].
 ja -----[je].
 palama -----[palame].
 ngôla -----[ngôle].

begin I haven't finished yet.
 eat
 ride
 write

C-3

A: Naa u-qêtilë ho-ngôla lengôlô?
 B: H_q-ke-ë=sö qête.
 A: H_a u-qêta, u-le-koalê, u-le-têmpê,
 u-eö le-pôsa.

When you finish, seal it, stamp it,
 and go mail it.

M-3

fihla Ê-ê, h_q-a-ë=sö [fihle].
 qêta -----[qête].
 palama -----[palame].

arrive No, he hasn't arrived yet.
 finish
 ride

C-4

A: Naa o-[fihlilë]?
 B: Ê-ê, h_q-a-ë=sö [fihle].

A: Litaba ke-life kajëno?

What is the news today?

B: H₃-ke-tsebe. H₃-ke-ë=sö utloe
lethô. Uêna u-utloilë life.

A: K₃-utloa hore Masëru koana e-në
e-le mokete ö-moholo

I hear that over in Maseru there was a
big feast.

B: Neng?

A: Maoba möna.

Just day before yesterday.

B: E-le mokete oa'ng?

What was the feast for?

A: Oa-ho-amohêla baithaopi baa
tsoang Amërika.

For receiving the volunteers from
America.

B: Ba-fihlilë neng?

A: Ba-fihlilë hôna maoba.

B: Joalë ke-mang eaa nëng a-ëntsë
mokete?

Who was giving the feast?

A: K₃-utloa hore ke-Tona-kholo
le-matona a-nmusô.

I hear it was the prime minister and
the cabinet of the Government.

Cycle 170 I wasn't buying food.

170-1

M-1

Teacher

Response

Ke-ně ke -[ea] ngakěng.

Ke-ně ke-sa-[ee] ngakěng. I wasn't [going to] the doctor.

-----[tsoa]-----

-----[tsoe]----- I wasn't [coming from] the doctor.

-----[sěbětse]-----

-----[sěbětse]----- I wasn't [working at] the doctor's place.

C-1

A: Ke-ilě ka-u-bōna tŭrŭpōng maobane.

I saw you in town yesterday. Were

U-n'u [tsoa] ngakěng?

you [coming from] the doctor?

B: Ê-ê, ke-ně ke-sa-[tsoe] ngakěng.

A: U-n'u [tsoa] kae?

Where were you [coming from]?

B: Ke-ně ke-[tsoa] leběnkělěng.

M-2

Teacher

Response

Ke-ně ke-[rēka lijô] k'hěfing.

Ke-ně ke-sa-[rēke lijô] I wasn't [buying food] at the cafe.

-----[batla Susan]-----

-----[batle Susan]--- I wasn't [looking for Susan] at the cafe.

-----[isa liphahlô]-----

-----[ise liphahlô]--- I wasn't [taking clothes/goods] to the cafe.

C-2

A: U-n'u [rēka lijô] [k'hěfing] maobane? Were you [buying food] [at the cafe] yesterday?

B: Ke-ně ke-sa-[rēke lijô].

A: U-n'u [rēka'ng]?

B: Ke-ně ke-[rēka sakerêtê].

M-3

Teacher

Response

Tšeliso o-ne a-[tsamaea haholo].

Tšeliso o-ne a-sa- [tsamaee haholo].

Tseliso wasn't [walking] very much.

-----[sěbětse].

-----[sěbětse].

Tseliso wasn't [working].

-----[bua].

-----[bua].

Tseliso wasn't [talking].

-----[rĕkisa lĭlamunu].

-----[rĕkise
lĭlamunu].

Tseliso wasn't [selling
oranges].

C-3

A: K_ə-b_öne [Tšelisô] beseng maobane.

I saw [Tseliso] on the bus yesterday.

B: O-n's-ĕtsa joang? O-ne a-rĕkisa
lĭlamunu?

What was he doing? Was he selling
oranges?

A: Ê-ê, o-nĕ a-sa rĕkise lĭlamunu.
O-nĕ a-sĕbĕtsa.

No, he wasn't selling oranges.

He was working.

B: Ê-ê, Tšelisô o-rĕkisa lĭlamunu
ka-beseng, ha-a-sĕbĕtse tĕng.

Use pictures 1 & 4 for the following, plus other pictures that have 2-5 people in them.

M-1

ba-babĕli	Ke-bôna batho [ba-babĕli].	two	I see two people.
ba-bararo	----- [ba-bararo].	three	
ba-banê	----- [ba-banê].	four	
ba-bahlano	----- [ba-bahlano].	five	

M-2

batho ba-bakae?	U-bôna [batho ba-bakae]	how many	[How many people] do you
	setšoantšöng sĕĕ?	people?	see in this picture?
matlo a-makae?	-----[matlo a-makae]---	how many	
		houses?	
buka tse-kae?	-----[buka tsĕ-kae]----	how many	
		books?	

C-1

T: U-bôna batho ba-bakae setšoantšöng sĕĕ? How many people do you see in this picture?

S: Ke-bôna batho ba-babĕli.

Or: Ba-babĕli.

M-2

a-mabĕli	Ke-bôna matlo [a-mabĕli].	two	I see two houses.
a-mararo	----- [a-mararo].	three	
a-manê	----- [a-manê].	four	
a-mahlano	----- [a-mahlano].	five	

C-2

T: Setšoantšöng sĕĕ u-bôna matlo a-makae?

S₁: Ke-bôna matlo a-manê.

S₂: Nna ke-bôna matlo a-mahlano.

M-3

tsĕ-pĕli	[Bill] o-na le-libuka		
	[tsĕ-pĕli].	two	Bill has two books.

tsě-tharo	-----[tsě-tharo].	three
tsě-nnê	-----[tsě-nnê].	four
tsě-hlano	-----[tsě-hlano].	five

C-3

T: [Bill] o-na le-[libuka] tsě-kae?

S: O-na le-[libuka] tsě-hlano.

T: Uêna u-na le-tsě-kae?

S: Nna ke-na le-tsě-nnê.

Cycle 172 I've already said it.

172-1

M-1

cholô	Ke-sě ke-[cholô].	said	I've already said (it).
jelě	----- [jelě].	have eaten	I've already eaten.
tôtse	----- [tôtse].	have bathed.	
apěre	----- [apěre].	have dressed	

C-1

A: Ha-re-eö [ja].

B: Nna ke-sě ke-[jelě].

Me, I've already [eaten].

M-2

nchapê	[Nchapê] joalěka ha u-sě u-bolětse.	beat me	[Beat me] as you have already said/told.
nthahê	[nthahê]-----	kick me	
nkôtlê	[nkôtlê]-----	strike me	

C-2

A: Ke-tla u-[shapa] hōna joalě.

I will [beat] you right now.

B: Ua-pota. U-ka [shapa] mm'ao pele.

You are crazy (raving). You can
[beat] your mother first.

A: Hěě monna u-se-kaa-bua ka-munê,
ua-utloa?

Hey man, don't speak about my mother,
you hear?

B: Ke-sě ke-cholô. [Nchapê] joalěka
ha u-sě u-bōletse.

I already said (it). [Beat me] like you
already said/told.

Or: Ke-sě ke-cholô. [Nchapê]
joalěka ha u-s'u-bolětse.

M-3

sě	Ke-sě ke-tsamaea.	I'm already going.
ně	Ke-ně ke-tsamaea.	I was going.
ntsě	Ke-ntsě ke-tsamaea.	I'm going.
	* * * * *	
sě	Ke-sě ke-kula.	I'm (already) sick.
ně	Ke-ně ke-kula.	I was sick/I was being sick.
ntsě	Ke-ntsě ke-kula.	I'm continuing to be sick.

sě K_g-sě k_e-tšaba.

I'm (already) scared.

ně K_g-ně k_e-tšaba.

I was afraid/I was being
afraid.

ntsě K_g-ntsě k_e-tšaba.

I'm continuing to be afraid.

C-3

A: Naa u-nts'u bapala bôlô?

Are you still playing ball?

B: Ê-ê, ha-k_e-sa bapala.

No, I'm no longer playing.

A: Ao! molato k_e'ng?

B: K_g-sě k_e-kula.

I got sick.

M-1

phomola	Le-ilë la-[phomola]	rest, stay	How many days did you
	hötëläng matsatsi		stay at the hotel?
	a-makae?		
sëbëtsa	-----[sëbetsa]---		

M-2

a-mararo	Re-ilë ra-phomola têng	three	We stayed there
	têng matsatsi [a-marao].		[three] days.
a-mabëli	-----[a-mabëli].	two	
a-manê	-----[a-manê].	four	
a-mahlano	-----[a-mahlano].	five	

C-1

PCV: Ha le-fihla New York, le-ilë la-phomola hôtëläng
matsatsi a-makae?

Mosotho: Re-ilë ra-phomola têng matsatsi a-mararo.

Or: A-mararo.

M-3

linthô	Re-ilë ra-bôna	many things	We saw many things.
tsë-ngata	[linthô tsë-ngata].		
libaka			
tsë-ngata	-----[libaka	many places	
	tsë-ngata].		
likölöi			
tsë-ngata	-----[likölöi	many cars	
	tsë-ngata].		
makölöi	-----[makölöi	great fleets	
a-mangata	a-mangata].	of cars	
marôkhô	-----[marôkhô	many bridges	
a-mangata	a-mangata].		
mabênkêle			
a-mangata	-----[mabênkêle	many stores	
	a-mangata].		

C-2

173-2

PCV: Le-ilë la chakêla libaka tsë-kae?

Did you visit many places?

Mosotho: Tsë-ngata

Many.

PCV: Le-ilë la-bôna'ng?

What did you see?

Mosotho: Re-ilë ra-bôna linthô tsë-ngata.

We saw many things.

Ra-bôna marôkhô a-mangata.

We saw many bridges.

Hapê ra-bôna makölöi a-mangata.

Also we saw many cars.

PCV: Le-ilë la-thoha New York neng?

Mosotho: Ka-mora matsatsi a-mararo.

We left after three days.

C-3

Use picture number 6 for the following:

Banna baa ba-pola mabêlê a-makae?

How much sorghum are these
men threshing?

Ba-pola mabêlê a-mangata.

U-bôna joang hore ke-mabêlê a-mangata?

How do you see that the
sorghum is much?

Ke-bôna mnoko ö mongata.

I see a lot of chaff.

M-1

<u>Teacher</u>	<u>Response</u>	
tlama	itlama	bind//bind oneself
chesa	ichesa	burn//burn oneself
tšêpa	itšêpa	trust//trust oneself; be conceited
tseba	itseba	know//know oneself
tšaba	itšaba	fear//fear oneself
pheta	ipheta	repeat//repeat oneself
mêma	imêma	invite//invite oneself
pata	ipata	hide//hide oneself
ikököbêtsa	ikököbêtsa	humble//humble oneself
khantša	ikhantša	show (with pride)//be conceited

C-1

A: Naa u-batla ho-ba moithaopi? Do you want to be a volunteer?

B: ĒĒ

Or: ĒĒ, ke-batla ho-ba moithaopi.

A: U-itlama hore u-tla sêbêtsa Lesotho (1i)lemô tsê-pêli? Are you promising (binding yourself) to work two years in Lesotho?

B: ĒĒ, ke-itlama joalô. Yes, I've bound myself thus.

A: Rea-lêboha.

C-2

Use picture 7 with the following:

A: Mosali eo eaa ôlsang o-itlammê ka'ng? This woman who is winnowing, what has she tied herself with?

B: Ka-tjale. With a shawl.

A: O-itlammê ka-tjale kae? Where has she tied herself with a shawl?

B: O-itlammê ka-eôna thêkêng. She has tied herself around the waist with it (shawl).

C-3

A: U-batla mang?

B: Ke-batla mookamêli. Naa o-tla-mpa mosêbêtsi?

A: Kea-khôloa o-tla u-fa. Fêêla u-ikököbêtsê ha u-bua le-baokamêli. I think he will give you (some). Only humble yourself when you speak with the directors.

B: Kea-ikōkōbētsa kamehla ha-ke-
bua le-baokamēli.

I always humble myself when I speak
with the staff.

A: Ke-hantlê. Ha-re-eê hê, ke-u-isê
ōfising.

C-4

A: Naa [Mamēllô] o-tseba ho-bua le-batho
hantlê?

B: U-botsa joalō hobane'ng?

Why do you ask thus?

A: Hobane ke-utloilē a-bua hampe
ho-[Phiri].

Because I heard her speak rudely to
[Phiri].

B: Ēē, ke-motho eaa ikhantšang hampe.
Ha-a-tsebe ho-bua le-batho hantlê.

Yes, she is a person who is extremely
conceited.

M-2

ruta	ithuta	teach//teach oneself, learn
rata	ithata	love//love oneself
raha	ithaha	kick//kick oneself
rêka	ithêka	buy//be worth buying
rôka	ithôka	praise//praise oneself

C-5

Parent: [Bill] o-ithuta joang sekōlōng?

Teacher: O-ithuta hantlê haholo.

Parent: U-bōna hore o-tla pasa?

Do you expect that he will pass?

Teacher: Ēē, o-tla pasa habonōlō.

Yes, he will pass easily.

Parent: Re-tla leboha habolo, tichêrê.

M-1

chaka	chakêla	visit//visit (somebody)
phêha	phêhêla	cook//cook for (somebody)
rêka	rêkêla	buy//buy for (somebody)
êma	êmêla	stop, wait//wait for (somebody)
bina	binêla	sing//sing for (somebody)
batla	batlêla	want//look for (something for somebody)
thaba	thabêla	be happy//be happy for (something or somebody)
tla	tlêla	come//bring (something for somebody)

C-1

A: U-s'u-tsamaea?	Are you going already?
B: Ēē, kē-il'ō phêha.	Yes, I'm going to cook.
A: Ao! U-phêhêla mang?	Oh! Who are you cooking for?
B: Kē-phêhêla bana ba-ka.	I'm cooking for my children.

C-2

A: Le-ea kae?	Where are you going?
B: Lebēnkēlēng.	
A: Le-il'ō ētsa joang?	
B: Re-il'ō rêkêla bana liphahlō.	I'm going to buy clothes for the children.

M-2

bolêla	bolêlla	tell//tell to (someone)
ngôla	ngôlla	write//write to, write for (someone)
bala	balla	read//read for (someone)
koala	koalla	close//shut (somebody) out/in
ala	alla	prepare the bed//prepare the bed for
jala	jalla	sow//sow (seeds) for
qala	qalla	begin, start//begin for, start for

C-3

A: Naa mookamēli oa-lona o-tseba ho-bala Sesotho?
--

B: Ha-a-tsebe.

A: Ke-mang eaa mo-ballang likoranta
tσα-Sesotho?

Who reads the Sesotho newspaper for him?

B: Ke- [Bill].

M-3

ëtsa	ëtsëtsa	do, make//do for, make for
hlatsoa	hlatsoëtsa	wash//wash for
tlatsa	tlatsëtsa	fill//fill for
botsa	botsëtsa	ask//ask for (something) for (somebody)
tlisa	tlisëtsa	bring//bring for
senya	senyëtsa	do damang//do damage to (someone's property)
bitsa	bitsëtsa	call//call (someone) for (somebody)

C-4

A: Naa liapolê li-tëng hëno?

B: Èë, li-ngata. Ua-li-rata?

A: Èë, kę-li-rata haholo.

B: Kę-tla u-tlisëtsa tsôna ka-Mmantaha.

A: Kę-tla lëboha haholo.

C-5

A: Le-fihlilë neng möö?

B: Rę-fihlilë maobane.

A: Le-fihlëtse kae?

Where have you arrived at (for lodging)/
where are you accommodated?

B: Re-fihlëtse hötëlëng.

We are accommodated at the hotel.

A: Le-tlil'ö qêta nakô ë-kae?

How much time have you come to spend?

B: Matsatsi a-mararo.

M-1

busa	ipusa	govern//govern oneself
bôna	ipôna	see//see oneself
botsa	ipotsa	ask//ask oneself
'baballa	ipaballa	take care of//take care of oneself.

C-1

A: Naa naha ea-Lesotho e-busoa ke-Englane?	Is the country of Lesotho ruled by England?
B: Ê-ê, Lesotho ke-naha êê ipusang.	No, the country of Lesotho rules itself.
A: Hao! e-qalilê ho-ipusa neng?	Oh! When did it begin to rule itself?
B: E-qalilê ho-ipusa ka-1966.	

C-2

A: Naa ua-utloa hore hoa-bata?	Do you feel that it is cold?
B: Êê, k̑a-utloa.	Yes, I feel it.
A: U-tsoanêtse ho-ipaballa. U-se-kaa tsamaea kantlê.	You ought to take care of yourself. Don't go outside.
B: Hobane'ng?	
A: Hobane ha u-sa-ipaballe u-tla tsoaroa ke-sefuba.	Because if you don't take care of yourself, you will catch (be caught by) a cold.

M-2

hlatsoa	itlhatsoa	wash//wash oneself
hlaba	itlhaba	prick//prick oneself
hlôpha	itlhôpha	arrange//adorn oneself
shêba	ichêba	look at//look at oneself
shapa	ichapa	beat//beat oneself

A: [John], naa u-s'u itlhatsoitsë?

John, have you washed yourself?

B: Ê-ê, hā-ke-ë=sö itlatsoe.

No, I haven't washed myself as yet.

A: U-tla itlhatsoa neng? Sekölö
sea-kêna hôna joalë.

When will you wash? School begins right
now.

B: Mphê sesepa ke-itlhatsoê kapele.

Give me soap so that I may wash quickly.

A: Nka sesepa ke-sëna.

M-1

baa robëli	Ke-ruta barutuo [baa robëli].	eight	I'm teaching [eight] students.
baa robong	-----[baa robong].	nine	
baa leshomê	-----[baa leshomê].	ten	

C-1

A: U-ruta barutuo ba-bakae?

B: Baa robëli.

Or: Kë-ruta barutuo baa robëli.

M-2

aa robëli	Ho-na le-mabênkêlê [aa robëli]	eight	There are eight stores in Maseru.
	Masëru.		
aa robong	-----[aa robong]-----.	nine	
aa leshomê	-----[aa leshomê]-----.	ten	

C-2

A: Ho-na le-mabênkêlê a-makae Masëru?

B: Masëru ho-na le-mabênkêlê aa-robëli.

C: Ê-ê, ho-na le-mabênkêlê aa-leshomê.

C-3

A: Susan o-fumane mangôlô a-makae kajëno?

B: O-fumane (mangôlô) aa-leshomê.

M-3

tsëë-robëli	Ke-rëkilë libuka [tsëë-robëli]	eight	I've bought eight books
tsëë-robong	-----[tsëë-robong]	nine	
tsëë-leshomê	-----[tsëë-leshomê]	ten	

C-4

A: U-tsoa rêka'ng?

B: Kë-tsoa rêka [libuka].

A: U-rëkilë [libuka] tsë-kae?

B: Kë-rëkilë libuka [tsëë-robong].

APPENDIX I

PRONUNCIATION EXERCISES

TO THE TEACHER:

Sesotho has many sounds which are unfamiliar to the English speaker. Some, like the clicks (q, qh), are obviously very different from English; but others, like the vowels and many of the consonants, seem (to the English speaker) to be similar to English sounds. But these sounds are not the same, as your Sesotho ear will quickly tell you when your students use English sounds in Sesotho words. These pronunciation exercises are provided to assist you to teach your students an accurate pronunciation of Sesotho.

The following consonants are roughly equivalent to the sounds in the English examples:

<u>SESOTHO</u>			<u>ENGLISH</u>
ph	pholo	ox	polo
th	thapô	grass rope	top
ch	ichu	ouch	chew

In Sesotho these sounds have a slightly longer period of breath between the release of the consonant and the onset of the vowel than do those in English. It will take some practice before your students produce this additional amount of breath in a satisfactory fashion; the exercises on P-5 and P-10 will be helpful in developing this skill.

There are three other sounds in Sesotho which use "breath" from the lungs and so belong to this same series:

tš	tšomô	legend
tlh	tlhase	spark
qh	qhana	saddle (n)

These sounds are completely new to the English speaker.

This series of consonants made with a noticeable puff of air from the lungs will be called the aspirated series of consonants:

ph th tš ch tlh qh

This series is matched by a series which does not use air from the lungs; in fact, during the pronunciation of these sounds the air passage to the

lungs is momentarily cut off. This series will be called the "ejective" series:

p	pôso	post, mail
t	taba	matter, affair
ts	tsela	road
tj	tjale	shawl
tl	tla	come
k	kôfi	coffee
q	qala	begin

This entire series of sounds is made in a way that is unfamiliar to your English-speaking students. Some of them may learn to produce these sounds by imitating your pronunciation. But for most of them it will be necessary to follow the special teaching procedures which will be given to you by your linguistic director.

In addition to the pronunciation problems presented by these consonant series, there are two other major areas of pronunciation difficulty for the American student: the vowels (except /a/) and tone. These will be discussed in connection with the pronunciation exercises and in the notes to certain of the cycles. The clicks, while of considerable interest because of their novelty, are not a major pronunciation problem.

TO THE LANGUAGE CO-ORDINATOR:

Ejective vs. Aspirated Series:

p	t	ts	tj	tl	k	q
ph	th	tš	ch	tlh	k'h	qh

1. Native speaker reaction to mispronunciations is stronger for these two series of consonants than it is for any of the other consonants, vowels, or tone.
2. The aspiration in Sesotho is somewhat longer than in English. An "English" amount of aspiration is insufficient for the Sesotho ear.
3. The pronunciation exercises are organized according to contrastive pairs (p//ph, t//th, etc.). For the purpose of teaching both skills of recognition and production it may be desirable to devise additional exercises from these materials (e.g., drills within one of the series, but at different points of articulation and in different manners: pala, taba, kaba, qala, tsala, tjale, tlabala).

4. The skills of production and recognition of the ejective series are both essential in the learning of Sesotho. The following order of drill activities is suggested for learning these skills:
- Discrimination drills (to develop the recognition skill), as a prerequisite to the production drills, using the contrastive pair exercises (P-5, ff.) .
 - Production drills (see below).
 - More discrimination drills (even after production is well-controlled, it is still possible to confuse this series with the aspirated series).
5. Some suggestions toward achieving production of the ejective series (in addition to mimicry of the words in the pronunciation exercises):
- Holding the breath, say

p, p, p ...

t, t, t ...

k, k, k ...

p, t, k ...

without a following vowel.
 - Holding the breath, say [p] followed by [a], the vowel first quite separated from [pʔ], then increasingly closer until the glottal release is almost simultaneous with the labial release:

pʔʔʔʔa, pʔʔʔa, pʔʔa, pʔa

Do the same for /t/ and /k/:

tʔʔʔʔa, tʔʔʔa, tʔʔa, tʔa

kʔʔʔʔa, kʔʔʔa, kʔʔa, kʔa
 - Repeat the above, attaching the other vowels: ê, ô, e, o, i, u.
 - Deform the following English words:

<u>Ejective</u>	<u>Aspiration</u>
papa	papa (= /phapha/)
paper	paper
Pepe	Pepe
Tito	Tito
toto	toto
Kiko	
Coco	

e) Use steps a, b, c above to teach /ts/.

f) Ditto for /tj/.

g) Deform the following English words:

<u>Ejective</u>	<u>Heavy Aspiration</u>
<tj> cha-cha	<ch> cha-cha
choo-choo	choo-choo

h) Use steps a, b, c above to teach /tɬ/.

i) For additional suggestions for the production of this series, see p. 405 ff. of William A. Smalley's Manual of Articulatory Phonetics, rev. ed., New York, 1963.

Ejective//Aspirated

p//ph

1. p

pala be heroic, unbeatable
 poma cut (v)
 pula rain (n)
 pôsô post, mail
 pela rock-rabbit

patsi firewood
 pola thrash
 pere pear
 putsa reward (v)
 peta chest
 pakela witness (v)

poli goat
 pele before
 peli two
 pôhôn male (animal)
 pôônne maize, mealies
 palama mount, ride
 polêlôn sentence
 shapa hit
 supa point at
 sesepa soap
 lepôlesa policeman
 lapile be hungry

2. ph

phala a whistle
 phoma come out
 phula vale, small valley
 phôsôn a mistake
 phela live (v)

 phatsi shine (id)
 phôla become cool
 phere become soft (id)*
 phutsa grow (w/o bearing fruit)
 pheta repeat
 phakela eat greedily

phêha cook
 phêcha crawl
 phêthôn end
 phaka devour
 pholo ox
 phomola rest (v)
 phofo flour
 phôôfônôn animal
 phakisa hurry (v)
 phahama go high
 bophelôn life
 Mphôn Mpho

TO THE TEACHER:

The above are divided into three groups: 1) minimal pairs in which the other consonants constitute "easy" sounds for the English-speaking learner of Sesotho; 2) minimal pairs except for a slight vowel difference,

* (id) = ideophone

and minimal pairs in which the other consonants constitute "hard" sounds;
 3) words which are not paired minimally, but for which an accurate pronunciation of /p/ and /ph/ is desirable.

p//ph

1-1	papa	porridge
	pepa	carry on one's back
	popi	doll
	pêpê	walk quickly (id)
	peipi	pipe
	papali	game
	pômpông	candy
	pampiri	paper
2-2	phauphau	stupid person
	phaiphai	roam about (id)
	phepheng	scorpion
	phapha	awake suddenly (id)
2-1	phapang	quarrel (n)
	Phupu	July
	phêpa	white clay
	phêpô	feeding
	phaposi	small room

TO THE TEACHER:

These contrastive pair sets can be used in several different exercise modes:

For recognition / discrimination:

1. Have the students listen to your pronunciation of column 1.
2. Have the students listen to your pronunciation of column 2.
3. Have your students listen to your pronunciation of matched pairs from the two columns.
 T(teacher): pala, phala
 T(teacher): poma, phoma
 etc.
4. Test the students' ability to discriminate between the aspirated and ejective series by giving them words randomly from columns 1 and 2 and having them respond with "1" or "2".

e.g. T(teacher): pula S(student): "1"

T(teacher): phela S(student): "2"

etc.

5. An additional discrimination drill can be created by placing the matched pairs into a drill setting of the same-different type:

<u>Cue</u>	<u>Response</u>	<u>Verification</u>
T: pala, pala	S: same	T: pala, pala, same
T: pala, phala	S: different	T: pala, phala, different
T: phala, phala	S: same	T: phala, phala, same
T: phala, pala	S: different	T: phala, pala, different

The "verification" step, in which the teacher repeats the "question" and then gives the correct answer after the student response, is a necessary part of the testing procedure, but it also re-inforces the students' learning. The student response can be individual or as a group.

6. The word groups labeled 1-1, 2-2, 2-1, and 1-2 are to be used as follows:

a) Listening (cf. steps 1 and 2 above).

b) Testing (cf. step 4 above).

e.g. T: papa S: "1-1"

T: Phupu S: "2-1"

etc.

7. If necessary, additional drill material can be constructed along similar lines out of Sesotho syllables:

1-1 pa, pe
pe, pi
pi, po
etc.

2-2 pha, phe
phe, phi
phi, pho
etc.

1-2 pa, phe
pe, phi
pi, pho
etc.

Syllables such as this can also be used in same-different drills (cf. step 5 above.)

For Production:

8. Have the students imitate you in the following manner:

T: pala (model) S: pala (imitation)

T: pala (verification) S: pala (imitation)

This is the most basic form of mimicry practice, and it will be referred to as "double repetition". Students should participate on both an individual and group basis.

- a) Use all the examples from column "1" in this manner.
 - b) Use all the examples from column "2" in this manner.
 - c) Use the examples from column "1" and "2" alternatively in this manner.
9. Have the students imitate your pronunciation of the minimal pairs from columns 1 and 2 in "single repetition":

T: pala S: pala

T: phala S: phala

An alternative way of drilling these is as follows:

T: pala, phala S: pala, phala

10. The groups labeled 1-1, 2-2, etc. can be used in the manner of step 8.

TO THE STUDENT:

The words in the pronunciation exercises have been chosen for their special usefulness in acquiring a good pronunciation of Sesotho.

Many of these are not the ones which you need in your early Sesotho conversation. Hence it is suggested that you make no special effort to learn the meanings of the words in these pronunciation exercises. Their usefulness at this point in your language development is for pronunciation, not communication.

Ejective//Aspirated

t//th

1. t

taba	matter, affair
toba	go straight to
tala	green
rata	love (v)
toma	bridle (v)
tekô	temptation
têlla	despise
tapô	hunger (n)
tapa	dance (v)
taka	mark (v)
tafolê	table
tona	huge
têng	at that place
teê	tea
tima	extinguish
tinare	dinner
êta	visit (v)
feta	pass (v)
mofuta	kind, variety
monate	nice
betere	better
leoto	foot
setôfo	stove
setulô	chair, stool
aubuti	(my) elder brother

2. th

thaba	mountain
thoba	slip away
thala	gambol (by animals)
ratha	cut (v)
thôma	start (v)
thêkô	price
thêlla	glide
thapô	grass rope
thapa	become tame
thaka	companion, friend
thabile	be happy
thusa	help (v)
matha	run (v)
athe	while
futhumala	become warm
lethô	nothing
Sesotho	Sesotho
nthô	thing
batho	persons
Basotho	Basotho

t//th

1-1	tatô	hurry (n)
	tata	be in a hurry
	tota	become strong, great
	tutu	deaf
2-2	thathô	charm, fetish
	thaotha	recruit (v)
	thetha	trim (the thatch of a house)
	thethana	fringe skirt
	tkithi	fringe skirt
	thotha	transfer , carry
2-1	thutô	lesson, education
	ithuta	learn
	thatô	love (n)
	ithata	be neat (always)
	thota	plateau
	thêta	roll down
	thêtêng	lavatory
	thata	hard, difficult

p//pht//th

1-1	topa	swell
	tôpa	stuff (v)
	tôrôpô	town
2-2	phêthô	end (n)
	phêtha	finish (v)
2-1	pheta	repeat
	Phatô	August
	thipa	knife

Ejective//-

k//-

1. k

kaba	beat, strike
kêba	bow (v)
kêna	come in
kôna	give sparingly
kôfi	coffee
koma	eat (salt or sugar)
kula	be sick
kuma	break into small pieces
kubu	hippo
kuku	cake
kiba	fill (a small hole)
kobô	blanket
kôlôî	wagon, car truck
lekala	department (of govt.)
sekôlô	school
buka	book
noka	river
roka	sew
rôka	praise
loka	become right
leka	try
rêka	buy
banka	bank
nakô	time
chekô	act of digging
chakô	visit (n)
sebaka	place (n)
lesaka	cattle kraal
lerakô	wall

k//
p//ph
t//th

1-1 kaka be proud
kapa or
kêta become thin
kôkô "knock-knock"
kôpi cup
kopa beg, request
kêrêkê church
tônki donkey
koranta newspaper
mokete feast
katiba hat
kapele quickly
tuku head scarf
kanakô on time

2-1 thôkô praise-poem
phakisa hurry (v)
thokô at the side
phoka dew
phuka fin
phakoe hawk
thêkô price
thaka comrade

TO THE TEACHER:

Sesotho has an ejective /k/, but it does not have an aspirated /kh/ (except in a very few loan words, which the Lesotho orthography writes with ⟨k'h⟩ : k'habothe, cupboard). Hence the ejective-aspirated contrast which obtains for "p" and "t" does not occur for "k" (though the symbol ⟨kh⟩ is used in the Lesotho orthography for another kind of sound: see P-32). The discrimination of this sound, /k/, can be taught by use of the foregoing exercises, while the production of /k/ can be taught:

- 1) By mimicry drills, using the words above.
- 2) By analogy with the sounds /p/ and /t/ (since /k/ is produced in the same manner, but at a different point of articulation), using the following steps:

- a) Sesotho syllables (mimicry drill, horizontal):

pa	ta	ka
pê	tê	kê
pô	tô	kô

etc.

- b) Sesotho words (mimicry drill, horizontal)

/p/		/t/		/k/	
pa	slap! (id)	ta	sound made by hitting with a stick (id)	ka	sound made by hitting with a stone (id)
papa	porridge	tata	extend, hurry	kaka	be proud
êpa	dig	êta	visit (v)	êka	betray
lepa	observe (stars)	leta	wait for	leka	try
pala	be unbeatable	tala	green	kala	weigh
rapa	turnip	rata	love (v)	raka	precede

rôpa	tether (v)	rota	urinate	roka	sew
papa	porridge	tapa	become tasteless	kapa	or
palama	ride (v)	- -		kalama	ride (v)
- -		taba	matter	kaba	beat, strike
pôna	be wilted	tôna	open the eyes wide	kôna	refuse (to give food)
chapô	act of whip- ping	(le)chatô	wedding	chakô	visit (n)
lerapô	leather strap	leratô	love (n)	lerakô	wall
pôpô	honk! (id)			kôkô	"knock-knock"
poma	cut (v)	toma	bridle (v)	koma	eat (salt or sugar)
pobo	wop! (id)	tobo	pow! (id)	kobô	blanket
pula	rain (n)	tula	stamp, crush	kula	be sick
- -		tutu	deaf (person)	kuku	cake
- -		tuma	become famous	kuma	break into minute pieces
pêna	turn up (brim of hat)	tena	dress (v)	kêna	come in
- -		teba	deep	kêba	bend in the breeze
- -		sebata	beast	sebaka	place (n)

1. tj

tjêlô act of somebody's food
being eaten
tjêô eating food
tjêhô confiscation of property

ntja dog
tjeka turn, dance

tjaka beautiful person

tjale shawl
tjama stare (v)
motjôli herdboy
tjôtô wild watermelon

2. ch

chêlô act of somebody's things being
burned
chêô act of trapping
chêhô act of trapping

ncha new
cheka dig

chaka visit (v)

oache watch
tichêrê teacher
cha burn (v)
chêê no
e-chô say it out

mochini machine
sechaba tribe, nation
chêlêtê money
mochesô heat, temperature

tj//ch

1-1	tjê t jê	fecal matter
	(mo) t j e t j e	one long drink
	t j ô t j ê l a	stare fiercely
	t j ô t j ô	bribe (n)
2-2	cheche	a kind of bush
	chêcha	withdraw backward
	chacha	kindling
	chencia	change (v)
	chache	anglican
2-1	chitja	round

tj//ch

p//ph

t//th

k//-

1-1	tjapa	lie down carelessly (id)
	tjapi	sound of milking (id)
	tjaka	a handsome person
	tjakô	permanent residence
	tjôtô	wild melon
	tjêpa	cow, bull
	tjeka	dance (v)
	tatja	manage, compete with
	katja	drink all at once (id)
2-2	chapha	sudden rise of the sun (id)
	chaphi	small quantity of milk
	chepha	be away from home in the mines (a long time)
	chipha	chip (v)
	chopha	provoke persistently
	phacha	clumsy walking (id)
	phêcha	scoot forward (while sitting down)
	pheche	crush (an insect) (id)
	phocho	remove feathers by scalding (id)
	thacha	become straight & level (id)
	thocha	" " " " "
	thocho	sound of bare feet walking (id)
2-1	chapô	whipping (m)
	chepa	dig
	chepô	digging (n)
	chata	wed
	chita	cheat
	choto	stomp off angrily (id)

chaka	visit (v)
chaake	mealies (corn)
chakô	visiting (n)
cheka	dig
chêka	check (v)
chêkê	cheque
chêiki	kind of lizard
chekô	digging (n)
chiki	cheeky (adj)
chôkô	chalk
chuku	sound of puffs of smoke (train) (id)

ts//tš^v

1. ts

tsola	undress
tsela	road
tsomô	act of hunting
tsoma	awaken (v)
letsêtsê	a flea
tsoala	give birth to
ntsintsi	fly (n)
tsêka	dispute (v)
tsepa	land when jumping (id)

letsolo	lightning
tsebô	knowledge
tsoena	disappoint

tseba	know
tsêbê	ear
tsoha	wake up
tsoa	come out
tsamaea	go
mêtsi	water
motse	village
lutse	have sat down
bitsa	call (v)
botsa	ask
botsoa	lazy
êtsa	do
letsôhô	hand, arm
lentsoe	voice
mosêbêtsi	work

2. tš^v

tšola	take pot off of fire
tšela	cross over
tšomô	legend
tšosa	frighten (v)
tšêtsê	a kind of hat
matšoala	whiskers
ntšintšî	fly (n)
tšêka	sift
tšêpa	trust (v)

letšolô	hunting party
tšêbô	act of backbiting
tšôênya	trouble (v)

tšô	black! (id)
tšaba	be afraid of
tšimo	field
tšêha	laugh at
tšêla	pour into
tšila	dirt
fatše	down
bôntša	show
ntšî	eyebrow
motšeare	noon

ts//t^vs

1-1	letsêtsê	flea
	letsatsi	sun, day
	tsôtsi	gangster
	betsêtsa	throw
	hatsêtsê	have felt the cold
	bitsitsê	have called
	êtsêtsa	have done for...
	botsitsê	have asked
	letsatsa	ridge
	tsitsa	be level
2-2	tšêtsê	a kind of hat
	tšaetšae	stupid person
	tšetšê	urine
2-1	tšotsô	animal fat
	tšêtsê	have poured into
	tšetse	have crossed over
	tšotse	have dished up
	bôntsitsê	have shown
1-2	tsê-tšêhla	...which are yellow
	tsê-ntšô	...which are black
	tsê-tšôeu	...which are white
	tsê-tšumo	...which are white-faced
	tša-Tšêpô	...of Tšêpô
	tša-Tšelisô	...of Tšelisô

ts//tʃ
p//ph
t//th
k//
tj//ch

1-1	pitsô	meeting
	patsi	firewood
	potsô	question
	pitsi	horse (archaic)
	pitsa	pot
	tatsô	taste (n)
	tutse	have smitten
	kôtsi	danger
	kutse	have become sick
	katse	cat
	kêtso	action
	kutsô	stealing (n)
	tsipa	pinch (v)
	tsoekere	sugar
	tsêta	thin (due to lack of fodder)
	tsêka	quarrel (over ownership) (v)
	tsêké	flash (of light) (id)
	tsôta	admire
	Tsiki	Tsiki
	tsoka	wave (v)
	tjoêtsô	act of telling

2-2	phetše	squash! (id)
	phêtšo	action of dislocation (id)
	phatšoa	black-and-white
	tšêphê	springbuck

	tšipho	a kind of game
	tšethe	jump (id)
	tšuthô	act of going away (n)
2-1	phetse	have lived
	phatsi	shine (id)
	phatsa	splinter (n)
	thetsa	touch
	chêtse	have burned
	tšêpa	hope (v)
	tšêpô	hope (n)
	tšupa	weevil
	tšepe	iron
	Tšitoê	December
	tšêka	sift
	tšitô	offense, obstacle
	tšita	difficulty

tl//tlh

1.tl

tlolô	trespass
tlêrê	be very red (id)
tlase	down below
tlalô	fullness
tla	come
tlaka	laugh at
tlatsô	support (n)
tlakô	scorn (n)
tloka	become furious
ntlo	house
tlali	lightning
hantlê	good
butlê	slowly
batla	want
matla	strength
utloa	hear

2.tlh

tlholô	defeat, conquest
tlhêrê	sound of broken stick or guitar string (id)
tlhase	spark (n)
tlhalô	divorce
tlha	cut with an axe
tlhaka	vaccination (by witch doctor)
tlhatsô	vomiting
tlhako	hoof
tlhoka	ear wax
ntlha	point (n)
tlhapi	fish (n)

tl//tlh

1-1.	tlôtla	praise (v)
	tlôtlô	praise (n)
	tlôtlollô	defame
	tlatlapa	oppress
	tlantla	beat, strike
2-2.	tlharantlhope	grasshopper
	tlhêtlhêkoa	husk, bran
2-1.	tlhotla	filter, strain, wring
	tlhatlêha	cook (in a pot)

tl//tlh

etc.

1-1	tlôpô	(a kind of) haircut
	tlôka	become furious
	tlaka	laugh at
	tlôtsô	anointing
	tlakô	scorn (n)
	tse ^h -ntlê	nice
	kantlê	outside

2-1	tlhapi	fish
	tlhaka	vaccination (by witch doctor)
	tlhatsô	vomiting
	tlhako	hoof
	tlhoka	earwax
	tlhapa	insult
	tlhapô	washing the hands (n)
	tlhokô	carefulness
	tlhoko	nipple (of a woman)
	tlhêkô	having a house in good order (n)
	tlhakô	a light color

TO THE TEACHER:

The sounds /tɫ/ and /tɫh/ are not found in English, nor is there any sound in English similar to these. The materials above are given for use in developing the student's ability to distinguish between these two sounds. The student should be able to distinguish these sounds fairly easily, but he may have some difficulty in achieving a good pronunciation by merely imitating your speech; the following are some suggestions that will aid in your teaching of this new sound.

- 1). First, have your students mimic your articulation of /tɫ/ followed by ^{the} voiceless vowel /A/:

tɫA, tɫA, tɫA
tɫA, tɫA, tɫA

If your students are successful in this, repeat this exercise with voiced vowels:

tɫa, tɫa, tɫa
tɫa, tɫa, tɫa
tɫê, tɫê, tɫê
tɫê, tɫê, tɫê

(Etc. with the other vowels)

Use the same approach in teaching the production of /tɫh/.

- 2). If the previous steps are not sufficient to initiate the production of these sounds, try having your students make a conscious effort at the articulation of /tɫ/ by:
 - a.) Put^{ting} the tongue in the position for /t/.
 - b.) Lowering the sides of the tongue, while keeping the tongue-tip against the roof of the mouth, and simultaneously making an ejective articulation (as was previously learned for /p, t, k, ts, tj/).
 - c.) Following the articulation first with a voiceless vowel (/tɫA/), then with a voiced vowel (/tɫa/).

Note that the production of this sound is much easier if the student has learned to pronounce ^{well} the other ejective consonants (/p, t, k, tj, ts/). The ejective quality is not quite so strong for /tl/ as it is for the other ejective consonants.

When the students have begun to make the /tl/ sound with some degree of facility, shift from the pronunciation of ^Sesotho syllables to Sesotho words, using the following, as well as the words on P 6-1:

<u>tla</u>	<u>tlê</u>	<u>tlô</u>	<u>tle</u>	<u>tlo</u>	<u>tli</u>	<u>tlu</u>
tlaba	tlêla	tlôpô	tlena	tlosa	tlisa	tlung
tlama	tlêra	setlôlô	tlere	tlola		
tlali	tlêrê	tlôtla	tlêki	tlôhô		
tlala		tlôtlô	tlêpo	tloka		
tlalô				tlolô		
matla				matlo		
				ntlo		

Lateral//Centraltl//thLateral: tlCentral: th

tla	come	(se)tha	heap of unthreshed kaffir corn
tłala	jump (by people) (v)	thala	jump (by animals) (v)
tlêrê	be very red (id)	thêrê	meat gelatin
tlaba	cry sharply (baby)	thaba	mountain
tlakô	scorn (n)	(li)thakô	ruins
tlaka	laugh at	thaka	pupil of the eye
matla	strength	matha	run (v)
ntlo	house	nthô	thing
tlêko	be startled (id)	thêkô	price
tloka	become furious	thokoa	fawn-colored
tlôtle	praise (v)	thotha	carry the harvest home
tlisa	bring	thipa	knife
-tlê	nice, good	thêa	start (v)

TO THE TEACHER:

Observe that the two sounds contrasted here are not ^{simply} ejective vs. aspirated. They also differ in manner of articulation. Hence the suggested student responses are "lateral" and "central", rather than "1" and "2". While the student may confuse these sounds when listening to Sesotho, he is not likely to have a problem in producing the sound contrast. This exercise, then, is for the purpose of improving the discrimination ability.

Lateral//Centraltlh//thLateral: tlhCentral: th

tlha	cut with an axe	(se)tha	heap of unthreshed raffir corn
tlhaka	vaccination (by a witch doctor)	thaka	pupil of the eye
tlhabô	act of piercing	Thabô	Thabô
tlhapa	insult (n)	thapa	be tame
tlhako	hoof	(li)thako	ruins
tlhapô	washing the hands (n)	thapô	grass rope
tlhôkô	carefulness	thôkô	praise
tlhabêla	cracks on feet	thabêla	be happy for (v)
tlhoko	nipple (of a woman's breast)	thoko	corn (from last year)
tlhêkô	having a house in good order (n)	thêkô	price
tlhora	perch suddenly, as of a bird on something (id)	thôra	burn completely
tlhêrê	jingle (id)	thêrê	meat gelatin
tlhakô	a light color	thatô	love, wish (n)
tlhoka	chaff	thokoa	fawn-colored
ntlha	point	nthô	thing
tlhare	leaf	thari	supple sheep skin for carrying babies
tlhoro	summit (mountain)	thoto	luggage
tlhoari	strike a match (id)	thoali	a loved one
tlhoiri	play the lesiba (id)	thribi	pull along (id)
tlhase	spark	thoasa	begin (new month) (v)
tlhapi	fish	thipa	knife

Fricative//Affricate

hl//tl

<u>Fricative: hl</u>		<u>Affricate: tl</u>	
mahlô	eyes	matla	houses
hla	(aux. verb of emphasis)	tla	come
hlala	divorce (v)	tlala	hunger (n)
hlama	mate (of dogs) (v)	tlama	fasten
hlatsa	vomit (v)	tlatsa	fill (v)
hlana	be red-hot	tlana	grimace (v)
hlanya	be mad	tlanya	squish! (id)
hlôhla	promontory	tlôhla	praise (n)
hlaela	peep (v)	tlaela	go a wrong way

TO THE TEACHER:

The fricative /hl/ and the affricate /tl/ may be confused, hence the exercise material above is given for use both in developing discrimination ability and production ability. The response on the part of the student here is "fricative" for /hl/ and "affricate" for /tlh/.

Fricative//Affricate

hl//tlh

Fricative: hlAffricate: tl

hlasêla	attack	tlhasêla	outgrowth on the eye
hlôka	be in want	tlhoka	chaff
hlabêla	slaughter for	tlhabêla	cracks on feet
hlase	spark	tlhase	spark
hloko	nipple (of a woman's breast)	tlhoko	nipple (of a woman's breast)
hlapi	fish	tlhapi	fish
hlôkô	carefulness	tlhokô	carefulness
hlapa	insult	tlhapa	insult
hloare	python	tlhoare	python
(se)hlare	medicine	(se)tlhare	medicine
hlabanô	hurting one another	tlhabanô	hurting one another
hlaku	grain	tlhaku	grain
(le)hlaku	leaf		
hlaka	mealie (corn) stalk	tlhaka	mealie (corn) stalk
hlahô	birth	tlhahô	birth
Hlakubêlê	March	Tlhakubêlê	March
hlaphara	give a little (id)	tlhaphara	give a little (id)
hlômphô	respect	tlhômphô	respect
hlobolô	want of clothing	tlhobolô	want of clothing
hlông	shame	tlhông	shame

TO THE STUDENT:

Many of the words which begin with /hl/ can also be said with /tlh/, as can be seen above.

Fricative//Stop

kh//k

1. kh		2. k	
kha	draw water	ka-	with, by
khaba	spoon	kaba	injure (with a stick)
khala	greedy	kala	weigh
khama	strangle	kama	comb
khang	argument	ka'ng	with what
khapha	splash (id.)	kapa	or
khata	trap (v)	kata	compact (ground)
khalê	long ago		
khasa	crawl		
khêtha	choose	kêta	play (a game of jacks)
khiba	dance (on the knees)	kiba	stop (v)
khôba	crush	kôba	bend (v)
khopa	stumble	kopa	ask
khôtsé	peace	kôla	grab
khêlê	really! (interj)		
khená	become disgusted		
khola	pick (fruit)		
khulu	tortoise		
khutla	return		

Front Vowels

e//ê

1. e	2. ê
eka	it is like
eba	faint (v)
ebe	sway (id)
efe	which
empa	but
efêla	indeed
eng	what
sele	other, foreign
mmele	body
tšela	cross
pheha	argue
(bo)phe1ô	life
lepa	observe (stars, weather)
(le)theba	spot (n)
tsebe	know (neg. form)
mme	and
sebele	certainly
betere	better
sekete	thousand
lebekere	mug (n)
terene	train
	betray
	dig
	yard
	become clear
	stand up
	wait for
	ink
	ratel (a kind of animal)
	teat
	pour
	cook
	finish
	sulk
	shield (n)
	ear
	mother
	church
	rubber
	money
	store
	bucket

1-1 sele	other, foreign
ebe	faint (neg. form)
efe	which
tsebe	know (neg. form)
mokete	feast (n)
nnete	truth
kapele	quickly

2-2	sêlê	ratel
	êlê	yard
	êmêla	wait for
	mmêlê	teat
	ênkê	ink
2-2	thêbê	shield (n)
	tsêbê	ear
	sêntê	cent
	pênê	pen
	tichêrê	teacher

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Back Vowels

o//ô

1. o		2. ô	
bopa	create, form	bôpa	sulk
roka	sew	rôka	praise (v)
topa	swell	tôpa	stuff (v)
boka	commit adultery	bôka	praise (v)
hola	grow up	hôla	go off the track
kopa	ask, beg	kôpa	manage
sola	shed the hair	sôla	irritate the skin (poisonous plants)
thola	be quiet	thôla	find (a lost item)
tona	male	tôna	open eyes wide
rola	take off headdress	rôla	roll (v)
Fora	France	fôra	bend the ears
noka	river	nôka	heap (n)
boea	come	bôea	hair
khotla	at court	khôtla	crush
thokô	far	thôkô	praise-poem
seboko	worm	sebôkô	cry (n)
tlhako	hoof	tlhakô	lightness (in color)

o//ô

1-1	motho	person
	Sotho	Sotho
	thoto	package
	khoho	chicken
	Phalo	(a name)
	tlhoko	nipple
	motso	root
	kholo	big
	thoso	appear suddenly (id)

2-2	khôtsô	peace
	fôtô	photo
	kôtô	club, heavy stick
	kôt1ô	punishment
	thôkô	praise-poem
	kôbô	peck (id)
	tšômô	derision
	pôsô	post office
	phôsô	mistake
	sebôkô	cry (n)
	letsôhô	arm (n)

1-2	kobô	blanket
	tšômô	folktale
	potsô	question
	thokô	far
	tomô	bridle (n)
	thomô	errand

Syllabic Nasals

P-37

/-nn-/

<u>Present</u>		<u>Absent</u>	
monna	man	mona	here
banna	men	bana	children
senna	manly	sena	this (cl 4)
nônnê	fat	nônê	(a kind of antelope)
binne	have sung	binê	sing (subjunctive)
tenne	have dressed	tenê	dress (subjunctive)
ênne	wealthy	êna	become wealthy
pônne	have withered	pôna	wither
panne	have hitched up	pana	hitch up
khanna	drive	khama	strangle
oa-nthôla	he is providing me hospitality	oa-thôla	he is providing hospitality
oa-ntipa	he is deceiving me	oa-tipa	he is deceiving
oa-nthusa	he is helping me	oa-thusa	he is helping
oa-ntalima	he is looking at me	oa-talima	he is looking
oa-nthiba	he is stopping me	oa-thiba	he is stopping
sêntê	cent		
bôntša	show (v)		
banka	bank		

Syllabic Nasals/m/ + Consonant

<u>Present</u>		<u>Absent</u>	
mphafa	praise me	phafa	praise
mpata	hide me	pata	hide
mputsa	reward me	putsa	reward
mpaka	give evidence about me	paka	give evidence
mpitla	crush me	pitla	crush

mphôtla	wash my face	phôtla	wash the face
mphatsa	lance me	phatsa	lance
mphêkola	cure me	phêkola	cure
mphara	mess me up with food	phara	mess up with food
mpetêtsa	press me against something	petêtsa	press against something
mphallêla	come to my aid	phallêla	come to the aid of
mphê	give me		
mphî	a large group of people		
Mphô	M _r ho		
mpa	stomach		
mpe	bad, ugly		

Syllabic Nasals

/n/ + Consonant

	<u>Present</u>		<u>Absent</u>
nthusa	help me	thusa	help
nthiba	stop me	thiba	stop
nthetsa	touch me	thetsa	touch
ntutla	pull me	tutla	pull
ntima	be stingy with me	tima	stingy
nthôla	accord me hospitality	thôla	accord hospitality
ntalima	look at me	talima	look
ntôba	be open with me	tôba	be open to
nthabisa	amuse me	thabisa	amuse
ntatê	my father		
nka	take		
nta	louse		
ntja	dog		
ncha	new		
ntša	take out		
ntlê	beautiful		

Syllabic Nasals

mm-//m-

<u>Present</u>		<u>Absent</u>	
mmala	color	mala	bowls
mmela	sprouted grain	mela	germinate
mmali	reader	mali	blood
mmêma	invite me	mêma	invite
mmula	hit me	mula	hit
mmanana	open place (outside)	manana	term of affection for single girls
mmatla	look for him	matla	strength
mmamêla	listen to me	mamêla	listen
mmetsa	throw at him	metsa	swallow
Mmatsa	(a name)	matsa	a kind of bark
mmele	body	metso	roots
mmotsa	ask him	motse	village
mmôna	see him	mcna	here
mmeli	two	mêtsi	water
mmina	sing about him	mina	blow (the nose)
mmoko	chaff	motsu	arrow
mmê	mother		
mmêa	put him down		

1. q

2. qh

qa	strike with something hard (id)	qhaa	alone
qi	sound of footstep (id)	qhii	trickling tears (id)
qoba	one thing	qhoba	drive (v)
qôba	dodge	qhôba	trespass on the crops
qotsa	take a big handfull	qhotsa	hatch
qala	begin, start	qhala	scatter, dispense
qoma	dry (adj)	qhoma	jump, break
qubu	heap (n)	qhubu	cooked mealie grains
qaka	difficulty	qhaka	crown (v)
qomêla	dry at	qhomêla	jump on to
qalile	have begun	qhalile	have split
qomisa	make dry	qhomisa	cause to explode
qoaea	avoid	qhoaea	beckon to
qalêha	begin	qhaliha	bail
qêla	beg	qhela	push aside
qêka	persuade gently	qheka	cheat
qobisa	cause dust to rise	qhôbisa	cause animals to trespass on the fields of corn
qita	settle at the bottom of liquid	qhitsa	ooze
qabana	quarrel	qhalana	disperse
qoela	dive into the water	qhoêla	strange (v)
qoaea	avoid	qhoaea	beckon to
qapu	falling into the water (id)	qhafu	to wade in mud
qosa	accuse	qholo	hip bone
qamaka	look about	qhefa	hit with a fist
qabola	cause to laugh	qhana	saddle
qabang	quarrel (n)	qhoboi	root of a reed plant
qamo	a species of a lizard	leqheba	piece of wood pushed through the nose of calf
qôla	a tip of something	seqhôbô	natural fortress
qibi	(a kind of) water animal	leqhôfa	an old deserted house
qomu	falling into the water (id)	qhanêha	saddle (v)
leqosa	a messenger	qhanolla	unsaddle (v)
leqeba	a wound		
leqala	reed		
seqoma	one born after a dead child		
lifaqane	wars of devastation		

q//qh

P-41

1-1	qaqa	real
	qôqa	chat
	moqôqô	conversation, chat

2-2	qhaqha	destroy
	qhôqha	urge (v)
	qhênqhê	drooling
	qhanqha	tear (v)
	seqhenqha	a giant

q//qh
etc.

1-1	qapa	compose
	qêta	finish
	qopu	falling into water (id)
	qaka	difficulty
	qotsa	take a big handfull
	qita	settle at the bottom of liquid
	qata	put on a loin strap
	qota	squat (id)

2-1	leqhêku	an old person
	leqhoko	aggression
	leqheka	a plan
	moqhaka	a crown
	seqhaka	a bad smell of dirty perspiration
	qhetsola	break into pieces
	qhatsa	pour

1-2	qapha	sip water (like a dog)
	qetha	wipe off sweat
	qopha	follow insisntently
	qatha	give a little (id)
	qepha	become scarce
	qantha	eat slowly in small bits

Written Test: Discrimination of t//th, tj//ch.

Administration of the test:

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. tjale	shawl	1. _____ a _____ e.
2. tjaka	a handsome person	2. _____ a _____ a.
3. chaka	visit (v)	3. _____ a _____ a.
4. tjeka	dance	4. _____ e _____ a.
5. cheche	a kind of bush	5. _____ e _____ e.
6. tjêjtê	fecal matter	6. _____ ê _____ ê.
7. chitja	round	7. _____ i _____ a.
8. thithi	grass-fringed G-string for small girls	8. _____ i _____ i.
9. tutu	deaf	9. _____ u _____ u.
10. thata	hard	10. _____ a _____ a.
11. tatja	manage	11. _____ a _____ a.
12. tôchê	torch	12. _____ ô _____ e.
13. tjôtô	wild watermelon	13. _____ ô _____ ô.
14. thatho	charm (n)	14. _____ a _____ o.
15. tota	become strong	15. _____ o _____ a.
16. thota	plateau	16. _____ o _____ a.
17. thocho	sound of bare feet walking (id)	17. _____ o _____ o.
18. katja	drink all at once (id)	18. _____ a _____ a.
19. thatô	love (n)	19. _____ a _____ ô.
20. thethana	grass-fringed G-string for small girls	20. _____ e _____ a _____ a.

fold here

Written Test: Discrimination of ts//tš.

Administration of the test:

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. tsela	road	1. _____ e _____ a.
2. tšomô	legend	2. _____ o _____ ô.
3. tšêtsê	a kind of hat	3. _____ ê _____ ê.
4. tsôtsi	gangster	4. _____ o _____ i.
5. tseba	know	5. _____ e _____ a.
6. tšimo	field	6. _____ i _____ o.
7. êtsa	do	7. e _____ a.
8. tsoa	come out	8. _____ oa.
9. tsoala	give birth to	9. _____ oa _____ a.
10. matsoala	whiskers	10. _____ a _____ oa _____ a.
11. ntši	eyebrow, eyelash	11. n _____ i.
12. ntšintši	fly	12. n _____ in _____ i.
13. ntsintsi	fly	13. n _____ in _____ i.
14. letsatsi	sun	14. _____ e _____ a _____ i.
15. tšetše	urine	15. _____ e _____ e.
16. tšetse	have crossed over	16. _____ e _____ e.
17. tšê-ntšô	... which are black	17. _____ e-n _____ o.
18. tsa-Tšêpô	... of Tsepo	18. _____ a- _____ ê _____ ô.
19. pitsô	meeting	19. _____ i _____ ô.
20. Tšitoê	December	20. _____ i _____ oe.

fold here

Written Test: Discrimination of ts//tš, tj//ch.

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. tšotsô	animal fat	1. _____ o _____ ô.
2. thocho	sound of bare feet walking (id)	2. _____ o _____ o.
3. chitja	round	3. _____ i _____ a.
4. tsitsa	be level	4. _____ i _____ a.
5. phetše	squash! (id)	5. _____ e _____ e.
6. tšepe	iron	6. _____ e _____ e.
7. phetse	have lived	7. _____ e _____ e.
8. tjeka	dance (v)	8. _____ e _____ a.
9. pheche	crush (an insect) (id)	9. _____ e _____ e.
10. letsôhô	hand, arm	10. _____ e _____ ô _____ ô.
11. lentsoe	voice	11. _____ en _____ oe.
12. motšeara	noon	12. _____ o _____ ea _____ e.
13. tjépa	cow, bull	13. _____ ê _____ a.
14. tjôtjô	bribe	14. _____ ô _____ ô.
15. chache	Anglican	15. _____ a _____ e.
16. tšaetšae	stupid person	16. _____ ae _____ ae.
17. tšêtse	have poured into	17. _____ ê _____ e.
18. tsoekere	sugar	18. _____ oe _____ e _____ e.
19. tjoêtsô	act of telling	19. _____ oê _____ ô.
20. tšethe	jump (id)	20. _____ e _____ e.

fold here

Test

Written Test: Discrimination of t1//tlh, th, ts, etc.

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. tlotlô	praise (n)	1. ____ ô ____ ô.
2. tlhotla	filter (v)	2. ____ o ____ a.
3. tlatsô	support (n)	3. ____ a ____ ô.
4. tlhatsô	vomiting	4. ____ a ____ ô.
5. tlôtsô	anointing	5. ____ ô ____ ô.
6. tlaka	laugh at	6. ____ a ____ a.
7. tlhaka	vaccination (by witch doctor)	7. ____ a ____ a.
8. tlhapa	inslut	8. ____ a ____ a.
9. thêrê	meat gelatin	9. ____ ê ____ ê.
10. tlêrê	be very red (id)	10. ____ ê ____ ê.
11. matha	run (v)	11. ____ a ____ a.
12. matla	strength	12. ____ a ____ a.
13. tlhêrê	jingle (id)	13. ____ ê ____ ê.
14. tlhoro	summit (mountain)	14. ____ o ____ o.
15. nthô	thing	15. n ____ ô.
16. ntlha	point (n)	16. n ____ a.
17. ntlo	house	17. n ____ o.
18. tlhatlêha	cook (in a pot)	18. ____ a ____ ê ____ a.
19. tlhêtlhêkoa	husk, bran	19. ____ ê ____ ê ____ oa.
20. tse-ntlê	nice	20. ____ e-n ____ ê.

fold here

Test

Written Test: Discrimination of e//ê

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. eka	it is like	1. _____ k _____.
2. êma	stand up	2. _____ m _____.
3. empa	but	3. _____ mp _____.
4. eng	what?	4. _____ ng _____.
5. ênkê	ink	5. _____ nk _____.
6. tsela	road	6. ts _____ l _____.
7. phêha	cook	7. ph _____ h _____.
8. êmêla	wait for	8. _____ m _____ l _____.
9. kapele	quickly	9. k _____ p _____ l _____.
10. mme	and	10. mm _____.
11. kêrêkê	church	11. k _____ r _____ k _____.
12. betere	better	12. b _____ t _____ r _____.
13. terene	train	13. t _____ r _____ n _____.
14. chêlêtê	money	14. ch _____ l _____ t _____.
15. lebênkêlê	store	15. l _____ b _____ nk _____ l _____.
16. lebese	milk	16. l _____ b _____ s _____.
17. efêla	indeed	17. _____ f _____ l _____.
18. ke-rêkê	may I buy	18. k _____ -r _____ k _____.
19. aterêse	address	19. _____ t _____ r _____ s _____.
20. sepetlele	hospital	20. s _____ p _____ tl _____ l _____.

fold here

Test

Written Test: Discrimination of o//ô

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. roka	sew	1. r_____ k _____.
2. kopa	ask	2. k_____ p _____.
3. rôka	praise	3. r_____ k _____.
4. bôpa	sulk	4. b_____ p _____.
5. boea	come	5. b_____ e _____.
6. bôea	hair	6. b_____ e _____.
7. noka	river	7. n_____ k _____.
8. Fora	France	8. F_____ r _____.
9. thôkô	praise-poem	9. th_____ k _____.
10. motho	person	10. m_____ th _____.
11. haholo	very	11. h_____ h_____ l _____.
12. mosotho	mosotho	12. m_____ s_____ th _____.
13. khôtsô	peace	13. kh_____ ts _____.
14. sebôkô	cry (n)	14. s_____ b_____ k _____.
15. kobô	blanket	15. k_____ b _____.
16. tšomô	folktale	16. ts_____ m _____.
17. potsô	question	17. p_____ ts _____.
18. letsôhō	arm (n)	18. l_____ ts_____ h _____.
19. pôkôthô	pocket	19. p_____ k_____ th _____.
20. bôtôrô	butter	20. b_____ t_____ r _____.

SESOTHO-ENGLISH

Vocabulary

A

a- (poss, cl 3/6 pl)	of
a- (SC/OC, cl 3/6 pl)	they, them
aa (1st posit, cl 3/6 pl)	these
aa (rel, cl 3/6 pl)	who, which
^h abô (see also ha-habô)	at his/her father's home
^h abö lona	your (pl) father's home
ache!	an expression of dissatisfaction
^{Mo} Afrika, MaAfrika (cl 3 pl)	African
aha (also haha), ahilë	1. build, construct
(stative)	2. dwell
^{mo} ahi, baahi	inhabitant
akhêla, akhêtse	toss, throw (with care)
ak'u	please
Ak'u nthusê.	Please help me.
alima (also kalima),	1. borrow
alimilë/alimmë	2. lend
alosa, alositsë	herd, look after, care for
(stative)	
a-ma- (AC, cl 3/6 pl)	
^{Le} Amërika, MaAmërika	American
amohêla, amohêtse	receive
ana (1st posit, cl 3/6 pl)	these
^{ngo} ana, bana	child, baby
^{ngo} anana, banana	girl
ane (3rd posit, cl 3/6 pl)	those yonder
^{ngo} an'ëso, bana b'ëso	my brother, my sister
ao (2nd posit, cl 3/6 pl)	those
ao! (also hao!)	Oh!
apara, apëre	dress, put on clothes
(stative)	
^{se} aparô	garment, item of clothing
	(excluding hat, shoes, gloves)
apolê, liapolê	apple
araba, arabilë	answer, reply
atamêla, atamêtse	approach, come near
aterêsê, liaterêsê	address
athe	1. whereas
	2. while

aubuti, bö=aubuti

1. my elder brother
2. term of respect for any older man

ausi, bö=ausi

1. my elder sister
2. term of respect for any older woman

B

ba (poss, cl 1 pl)
(poss, cl 6 sg)

of
of

ba (SC/OC, cl 1 pl)

they, them

ba, bilë (see also na le-)

1. be
2. become

ba le-, bilë le-
O-tla ba-le chëlêtê.

have
He will have money.

baa (1st posit, cl 1 pl)

these

baa (rel, cl 1 pl)

who, which

ba-ba- (AC, cl 1 pl)

baballa, babalëtse

1. take care of
2. preserve

baesekele, libaesekele

bicycle

se
baka

1. place, space
2. distance
3. time, chance, opportunity

le
baka

reason, cause

Ka-baka la'ng?

Why?

ma
baka (cl 3 pl)

affairs, matters

baki, libaki

jacket, coat

bala, balilë

1. read
2. count

me
bala (cl 2 pl; sg is mmala)

color, shade

le
bala

1. open place in front of a house
2. football field, tennis court
3. complexion

balêha, balëhilë

run away, flee, escape

balla, balëtse

read to/for

bana (1st posit, cl 1 pl)

these

bane (2nd posit, cl 1 pl)

those

banka, libanka

a bank

le
banta

belt

bao (2nd posit, cl 1 pl)

those

bapala, bapalilë

play

bapalla, bapalëtse	play for
bapisa, bapisitsë	1. compare
	2. put side by side, bring near
bata (no perf)	cold (of objects, weather, but not people)
Hoa-bata.	It (the weather) is cold.
batlä, batlilë	1. want, wish, desire
	2. look for, search
-batsi (rel stem)	wide
bo be (cl 6 sg)	evil, wickedness, badness
se be	sin
-be (adj stem)	1. bad
	2. ugly
	3. wicked, evil, sinful
bêa, bëilë (also bêha)	1. put, place, lay down
bo bêbê (rel stem)	2. bear (fruit), lay (an egg), produce
bëkë, libëkë, <vëkë>	light (not heavy)
belaêla, belaëtse	week
	1. suspect, be doubtful
	2. be dissatisfied
-bëli (adj stem)	two
belä, belilë/betse	1. boil
	2. ferment
ma bêlê (3rd pl)	sorghum, kaffir corn
se bele	reality
le bënkelê	store
bësa, bësitsë	1. kindle, make (a fire)
	2. roast
bese, libese	bus
le bese	milk
betere (rel stem)	better
bêthê, libêthê	bed
bina, binnë	sing
binêla	sing for
bitsa, bitsitsë	1. call
	2. summon
	3. pronounce
le bitsô	name
bô- (SC/OC, cl 6 sg)	it
bö= (NP, cl 1a pl)	Thabô and his companions
bö=Thabô	light (not heavy)
bobêbê (rel stem)	1. wool
bôea (cl 6 sg)	2. hair

le _{boea}	north
boêla, boëtse	return to
bôfa, böfilë (stative)	load, carry (on the back of an animal)
bôfolla, böfollotse	unload
boha, bohilë	1. behold, see 2. appreciate, admire
bohale (rel stem)	1. sharp (of instrument) 2. hot-tempered, irritable (of people) 3. vicious, fierce (of dogs) 4. lively (of bulls)
bohale (cl 6 sg)	cleverness
bohlale (rel stem)	wise, clear, intelligent
bohlale (cl 6 sg)	wisdom
bohloko (rel stem)	painful, sore, aching
bohloko (cl 6 sg)	pain
bohlôkoa (rel stem)	1. important 2. precious, valuable
bohlôkoa (cl 6 sg)	value, importance
se _{boholi}	announcer (radio)
boima (rel stem)	heavy
boima (cl 6 sg)	heaviness
bokae? (cl 6 sg) Ke-bokae? Ke-la-bokae?	how much (money)? cost? How much does it cost? What is the date?
le _{bôkôsê}	box
bôla, bölilë (stative)	rot
bolaea, bolailë	kill, murder
bolëkana, malëkana (cl 3 pl)	can
bolêla, bolëtse	1. tell, re-count 2. mean
bolêlla, bolëllëtse/ bolelëtse Mpolêllê.	tell (something to somebody)
bôlô, libôlô	Tell me.
boloka, bolokilë (stative)	ball
bôna, böne	1. keep, preserve, save 2. bury someone
bôna (indep pron, cl 1 pl)	see
bôna (1st posit, cl 6 sg)	they, them, themselves
bônahala, bônahëtse	this
	become visible, be apparent, see, appear

bônana, bônane	see one another
^{le} bônê	candle, lamp, lantern, (any electric) light
bonôlô (rel stem)	1. soft 2. easy
bonôlô (cl 6 sg)	ease, easiness; softness
böntsa, böntsisitsë Mpöntsê.	show Show me.
böntsisisa, böntsisitsë	see very well
böö (1st posit, cl 6 sg)	this
bög (2nd posit, cl 6 sg)	that
böö (rel, cl 6 sg)	who, which
böömo	purpose
ka-böömo	on purpose
bôt1ô1ô, libôt1ô1ô	bottle
bôtôrô (cl 5 sg)	butter
botsa, botsitsë	ask, question, inquire
botsisisa, botsisisitsë	ask insistently
botsoa (rel stem)	1. lazy 2. blunt
botsoa (cl 6 sg)	laziness
^{mo} bu (cl 2 sg)	soil
bua, builë	talk, speak, discuss
buisana, buisane	converse, speak to each other
buka, libuka	book
bukana	pass book
bula, butse	open
^{Le} buru	a Boer, an Afrikaner
^{Se} buru	Afrikaans
busa, busitsë	rule, reign, govern
butlê	1. slowly, gently 2. wait
Butlê hanyane.	Wait a little.

C

cha, chelë (stative)	1. burn, be burnt 2. catch on fire
-cha (adj stem)	1. new 2. young 3. modern
^{se} chaba	tribe, nation

chaba, chabilë	rise (sun)
^{bo} chabêla	east
Chache	Anglican
chaka, chakilë	visit, pay a visit
chakêla, chakëtse	visit
chêê	no
chêlêlê, lichêlêlê	money
chenche (cl 5 sg)	change (money)
chesa, chesitsë	1. burn something
	2. be hot
Hoa-chesa.	It is hot.
^{mo} chesô, mechesô	heat temperature
mochesô oa-mmele	temperature (a fever)
^{mo} chini, mechini	machine
chipi (rel stem)	cheap
-chitja (adj stem)	1. round, spherical
	2. hornless
cho, cholö	say
chôkô	chalk
E	
e- (SC/OC, cl 2 pl)	they, them
(SC/OC, cl 5 sg)	it
ea- (poss, cl 2 pl)	of
(poss, cl 5 sg)	of
ea, ilë	go
aaa- (rel, cl 1 sg)	who, which
eaba	and then
eaka	it was as if, it seemed that,
	it looked like
eane (3rd posit, cl 1/5 sg)	that one yonder
(3rd posit, cl 2 pl)	those yonder
eba (also eaba), ebilë	and then
ëë- (rel, cl 2 pl)	who, which
(rel, cl 5 sg)	who, which
ëë	yes
ëë (1st posit, cl 2 pl)	these
(1st posit, cl 5 sg)	this
ê-ê	no
eêna (indep pron, cl 1 sg)	he/she, him/her, himself/herself

eŋe? (cl 5 sg)	which? what?
efêla	indeed, truly
e-hlilê	indeed, in fact, truly
eitsê	when
eka (also eaka)	as if, it looks like, it seems that
ekaba	perhaps
êkêtsa, êkêlitsê	add (not arith), increase, extend
êla, êlilê	be clear
ho-êla taba hlôkô	to pay attention
êlêtsa, êlêlitsê	advise
êma, ême (stative)	1. stand up
	2. stop
	3. wait
letsatsi le-ême	there is a drought
êmara, êmêrê (stative)	be pregnant
ê-me- (AC, cl 2 pl)	
êmêla, êmêtsê	wait for
êmêrê, liêmêrê	bucket
êmisa, êmisitsê	1. cause to stand
	2. raise
	3. stop
ê-mo- (AC, cl 1 sg)	
empa	1. but
	2. yet
ê-(n)- (AC, cl 5 sg)	
êna (1st posit, cl 2 pl)	these
(1st posit, cl 5 sg)	this
eng? (also -ng?)	what?
ênkê, liênkê	ink
h. êno	at/in your father's home
ênoa (1st posit, cl 1 sg)	this
ha. êno	1. at/in your home
	2. at/in your parents' home
ênta, êntilê	vaccinate, inoculate
ênvelôpô, liênvelôpô	envelope
eô	(be) present (used after the negative only)
ha-a-êo	he is absent
êo (1st posit, cl 1 sg)	this

ëq (2nd posit, cl 1/5 sg) (2nd posit, cl 2 pl) Ke-ëq!	that those There it is!
eö (contraction of eê ho-) Ha-rë-eö ja.	go Let's go eat.
eöna (indep pron) (cl 5 sg) (cl 2 pl)	it, itself they, them
ërëkisi, liërëkisi	pea, peas
esale	ever since
e-seng E-seng nna, uêna.	not Not me, but you.
h.. esq ha.. eso	at/in my father's home/family's place 1. at/in my home 2. at/in my parents' home
ë=sö	not yet
êta, ëtilë	travel, visit
se [^] êta	shoe
mo ^o ëti, baëti	traveler
ëtsa, ëntsë	1. do 2. make, create
ëtsahala, ëtsahëtse	happen, occur
ëtsëtsa, ëtsëlitse	do, make (for somebody)

F

fa, filë	give
se [^] faha	bead
fapana, fapane (stative)	1. cross, pass one another on the way 2. differ, become different 3. disagree, quarrel
faqane, lifaqane	1. wars of devastation (esp. in the 19th century) 2. times of extreme famine 3. a fight
fariki, lifariki	pig
fasa, fasitse	tie, bind
fasolla, fasollotse	untie
se [^] fatê	tree
le [^] fatšë, mafatšë	1. world, the earth 2. continent, country
fatšë (loc)	1. on the ground 2. down

-fe? (enum stem)	which one? what?
Li jô tsa-mofuta ofe?	What kind of food?
fëbëru (cl 5 sg)	fever
fêêla	1. only, merely
	2. without reason
^{se} fefô	strong wind, storm
fêla, fëlilë (stative)	1. come to an end, become finished
	2. perish, die
fêpa, fëpilë (pass fêpjoa)	feed
ferekô, liferekô	fork
fêstêrê, lifêstêrê, (fênstêrê)	window
feta, fetilë	1. go by, pass, pass near
	2. exceed, surpass
Ke-moholo ho-u-feta.	3. used to make comparison: I am bigger than you.
bëkë ëë-fetilëng	last week
ho-feta möö	besides, moreover
fiêla, fiëtse	sweep
^{le} fiêlô	broom
^{le} fifi	darkness
fihla, fihlilë	arrive at, reach (a place)
fofa, fofilë	fly
^{se} fofane	airplane
foka, fokilë	blow
fôkôla, fökôtse (stative)	1. be weak
	2. be thin
fôla, fölilë	1. become cool (of things)
	2. recover (from an illness)
fonane	good-night
^{Le} fora	Frenchman
^{Se} fora	French language
fösa, fösitsë	1. miss (a target)
	2. make a mistake, err
fösitsë (stative)	3. be wrong
fôtô, lifôtô	photograph
^{mo} fu, bafu	dead person, the deceased
^{le} fu	death
^{se} fuba	1. chest
	2. bad cold
-fubëlu (adj stem)	red

mo fufutsô (cl 2 sg)	sweat
fufulêloa	perspire
fula, futse	graze
fumana	1. find, discover
	2. receive (as payment)
	3. give birth to (of people)
furu	hay
mo futa, mefuta	kind, variety, type, sort
mefuta=futa	many kinds
-a mofuta ofe?	What kind? Which?
futhumala, futhumëtse	become warm/hot
(stative)	
futubôlô, lifutubôlô	football
H	
ha-	=negative
Hä-ke-tsebe.	I don't know.
ha-	when, if
hä ba-tsamaea	when they go
ha-	at the place of, at the house of
ha-Mosala	at Mosala's (store)
ha- (past of ho-)	it
Ha-ëtsoa. (cf Ho-ëtsoa.)	It was done. (It is done.)
ha- (hortative)	let
Hä-rë-eê.	Let's go (the two of us).
Hä-ë-tsoê.	(to <u>your</u> dog) Get out! (lit. let it go out)
ha-	1. at/in his/her home
habô	2. at/in my parents' home
1e haë (also haë)	home
Kë-ea haë.	I'm going home.
-hae (poss pron)	his, her
haeba	if
haëno	1. in/at your home
	2. at/in your parent's home
haëso	1. at/in my home
	2. at/in my parent's home
haha (also aha), ahilë	1. build, construct
	2. dwell
ha-hao	your place
mo hahô, mehahô	building
haholo	1. very much, greatly
	2. old

ha-ka	my place
hakaē?	how many times?
hakaakang	so much
hakaalē	so much
hakaalō	so much
^{bo} hale, mahale	1. sharpness (of an instrument) 2. anger, rage 3. bravery 4. fierceness, viciousness (of dogs) 5. liveliness (of bulls)
halefa, halefilē (stative)	become/get angry, cross, annoyed
^{bo} hali, mahali	1. bride price, lobola 2. marriage
hamonate (adv)	nicely
hamorao (adv)	afterwards
hamorê, lihamorê	hammer
hampe (adv)	badly
hana, hanrē	1. refuse, decline 2. contradict, deny 3. not functioning or working as it should The fire won't burn. The car won't go.
Mollo oa-hana Kōlōi ea-hana.	
hane (3rd posit, cl 7)	that (yonder), there (yonder), over there
hang (adv)	once, at once
hangata (adv)	often, many times
hannyane	a little
hantlê (adv)	well
hanyenyane (adv)	a little
-hao (poss pron)	your
hao! (also ao!)	expression of surprise
hapê (adv)	again, also in addition
^{le} hapu	watermelon
hare (loc)	in the middle (of), within
ka-hare	inside
ka-hare ho-	inside of
hare ho-	in the middle of
hara (har'a)	among, in the middle of
mahareng a-	during
(mahareng a-sekōlō)	(during school)

mo hatsa, bahatsa	spouse, husband, wife
hatsēla, hatsētse (stative)	feel the cold, be cold
Ke-hatsētse.	I'm cold.
Ho-hatsētse.	It (the weather) is cold.
haufi (loc)	1. nearby
haufi le-	2. soon
(haufi le-sekölö)	near
haufinyane	(near the school)
1e he	1. near
hê, hêê	2. soon
Kê-tla tsamaea hêê.	egg
Mphê bohôbê hê.	then, therefore
hêla!	I'll go then.
hêma, hêmme (stative)	Give me bread then.
hêmpê, lihêmpê	hello, hey there!
hêno	get out of breath, puff, pant
hêso	shirt
hl- (Some words may begin with either <u>hl-</u> or <u>tlh-</u> . Look also under <u>tlh-</u> for words not found here.)	at/in your father's home
hlaba, hlabilë (pass hlajoa)	at/in my father's home
(1e) hlabula	1. stab, pierce, sting, prick
hlaha, hlahilë	2. kill (an animal)
hlahisa, hlahisitsë	3. slaughter
hlakola	summer
bo hlale, mahlale	1. appear, happen
hlalefa, hlalefilë	2. be born
hlalosa, hlalositsë	3. comes from (one's home town)
mo hlankana, bahlankana	1. show, cause to appear, produce,
mohlankana oa-Linëô	bring about
-hlano (adj stem)	2. suggest
bo hlanya (cl 6 sg)	erase
hlaola	1. wisdom, intelligence
	2. knowledge
	3. ability
	4. cleverness
	get wise
	explain, recount, describe
	boy, young man
	Dineo's boy friend
	five
	madness
	weed

hlapa	wash
^{mo} hlape, mehlape	herd, flock
hlatsoa, hlatsoitsë	wash
-hlê	please, if you please
Thusa bana-hlê.	Please help the children.
^{le} hloa	snow
hlobola, hlobotse	undress
hloêka, hloëkilë	become clean, pure
hloëkisa	make clean
^{le} hlôhônôlô	1. luck, good fortune
	2. prosperity
^{bo} hloko, mahloko	1. pain, ache
	2. disease
	3. grief, sadness
Kê-u-utloêla bohloko.	I am sorry for you.
^{bo} hlôkoa (cl 6 sg)	value
hlokofatsa	torment
hlôkômêla, hlôkômêtse	1. be careful, beware (of)
	2. take care of, look after
^{mo} hlôlô, mehlôlô	wonder, miracle, something extraordinary
hlôôhô, lihloôhô, <hlôho>	1. head
	2. beginning
hlôpha	arrange
hlôpholla	undo, disarrange
ho- (SC/OC, cl 7)	1. it
Ho-lokilë.	2. to
O-rata ho-bua.	It's all right.
ho-	He likes to talk.
Kê-ea ho-morêna.	to, from, by
hobane	I'm going to the chief.
hobane 'ng?	because
^{bo} hôbê, mahôbê	why?
(1e)hoetla	bread
höhlë	autumn
hö-ho- (AC, cl 7)	everywhere
höja, höjane	if, if only
hokae?	where?
holê	far, far away
holê le-	far from
holê-holê	very far

se ^h ôlê	idiot
holima	on, on top of
holimo	up, above, on, on top of
holimo ho-ntlo	high up on the house
ka-holimo ho-ntlo	on top of the house
le ^h olimo	sky, heaven
-holo (adj stem)	1. big, large, great 2. important 3. old
mo ^h olo, baholo	elder, parent
bo ^h olo (cl 6 sg)	1. size, amount 2. length 3. majority
ha ^h olo	very much
mo ^h oloane, baholoane	elder brother (of a man) elder sister (of a woman)
mo ^h oma, mehoma	hoe, plough
höna (1st posit, cl 7)	this
höna (indep pron, cl 7)	it, itself
höna joalë	right now
höna möna	right here
höö	(so much) so that
O-thabilë höö a-sa-tsebeng.	He's so happy that he doesn't know (how to act).
höö (rel, cl 7)	which
höö (1st posit, cl 7)	this
Ke'ng höö?	What is this?
höö (2nd posit, cl 7)	there, that
hopola, hopotse	think of, remember
höra, lihöra	hour
hore	that
höröta	cinch
hörötolla	uncinch
hosasa	tomorrow
esale hosasa	in the morning
(Sekôlô se-kêna esale	(School begins in the
hosasa.)	morning.)
hosane hosëng	tomorrow morning
hosasane	tomorrow
hosëng	in the morning
hötëlä	hotel
hukung	corner

I

le _i ifô	fireplace, hearth
le _i ihlô, mahlô	eye
ikhantsa	be impudent
-ilë (dv)	= past tense
il'ö	going to
O-il'ö rêka lijô.	He's going to buy food.
bo _i ima (cl 6 sg)	weight, heaviness
inama	stoop, bend over
le _i inô, mëno	tooth
isa, isitsë	take to, cause to go
ho-isa	until
isao	next year
mo _i ithaopi, baithaopi	volunteer
ithuta, ithutilë (reflex of ruta, teach)	learn, study
itlhatsoa	wash (yourself)
itsë (perf of re, say)	
itsëha	cut yourself with a knife

J

ja, jelë (pass jeoa)	eat
Ja bokae? (idiom)	How much do they cost?
(see jeoa for special uses of the passive)	
jala, jaililë/jëtse	plant, sow
se _i jana	dish
jara, jëre (stative)	bear, carry (on the shoulders)
jarete, lijarate	garden
jase, lijase	coat
jase ea-pula	raincoat
jeoa (pass of ja)	1. be eaten
	2. be sick
U-jeoa ke'ng?	What is the matter with you?
Kë-jeoa ke-hlôôhô.	What's eating you?
	I have a headache.
Jêrêmane (cl 5 sg)	Germany
jësi	sweater

li jô (cl 4 pl)	food
se jô (cl 4 sg)	a type of food
joala (cl 6 sg)	beer
joalë (adv)	now, at the moment
hõna-joalë	just now, right now
joalëka	like, as
joalö (adv)	like that, in that manner
joang?	how?
O-ëtsa joang?	What is he doing?
joang (cl 6 sg)	grass
le joê	stone
li jöng	place of eating; dining hall

K

ka-	in, by, at
-ka (verb auxiliary)	can, be able
-ka (poss pron)	my
kae?	where?
kae le-kae	everywhere, anywhere
hokae?	where?
-kae? (adj stem)	how many, how much?
baithaopi ba-bakae?	how many volunteers?
Ke-bokae? (cl 6 sg)	How much does it cost?
Hakae?	How many times?
ka-höhlë	everywhere
kajëno	today
kalama (also palama),	ride, board, mount
kalame (stative)	
kalima (also alima)	1. borrow
kalimilë/kalimmë	2. lend
nkalima	lend me
kama, kammë	comb
kamehla	1. daily, every day
	2. always
kamöö	as
kamöö u-bõnang ka-tëng	as you see
ka-möö	in here
kamorao	afterwards, later on, in back
ka-morao ho-	after, behind
kamorê, likamorê	room
ka-r jô	day after tomorrow, soon

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kannete <ka'nete>	indeed, truly
ka-nngane ho-	beyond
kantlê	outside, out
ka-ntlê ho-	excepting, outside of
kaofêla	the whole (sg), all (pl)
kapa	or, or else, either
kapele	1. quickly, rapidly
	2. soon
ka-pele ho-	in front of
karabô, likarabô	answer, reply
katêng	1. inside
	2. that way
kathokô	aside, apart
ka-thokô ho-	on the side of
katiba, likatiba	hat
katlase	underneath, below
ka-tlase ho-	under
katse, likatse	cat
kausi, likausi	stocking
ke- (subject pronoun, 3rd pers sg)	it
Ke'ng?	Why? What is it?
Ke-têng.	All right.
ke- (SC, 1st per sg)	I
ke- (prefixed to agent of a passive verb)	by
O-bônoe ke-Thabô.	He was seen by Thabô.
kêlêtsö, likêlêtsö	advice
kënya, këntsë	put in, introduce
-kêna, kêne	enter, come in, go in
kêna sekölö	attend school
kêna Masëru	arrive at Maseru
ke'ng?	why? what is it?
kêrêkê, likêrêkê	church
^{mo} kete, mekete	feast, festival, celebration, ceremony
kha, khilë	draw (water)
khaba, likhaba	spoon
k'habothe, lik'habothe	cupboard
khafa, likhafa	tax, hut-tax
khahlisa, khahlisitsë	please (someone)

khaitšëli, likhaitšëli	brother (of a woman), sister (of a man), my brother
^{le} khala	aloe
khalase, likhalase	glass
khalê (adv)	long ago
khanna, khannilë	drive, lead (vehicle, animals)
^{mo} khanni, bakhanni	driver
k'hapho, lik'hapho	cup
khathala, khathëtse (stative)	become/get/be tired
khathatsa, khathalitsë	tire, bother, bore, trouble
khatholla, khatholotse	refresh
Khautëng (cl 5)	Johannesburg (lit. place of gold)
k'hëfi, lik'hëfi	cafe
khëlē!	= interj. of astonishment
khêtha, khêthilë	select, choose, pick
^{ma} khêthê (cl 3 pl)	order, neatness, tidiness
khêtholla	leave out
ⁿ khô	water pot
khoêlê	string, twine
khoëli, likhoëli	1. moon 2. month
khoho, likhoho	hen, chicken
khoholêhê ea-mobu	soil-erosion
khôloa, khôtsoe	think, believe
khômo, likhômo	cow, ox
khora, khotšë (stative)	1. be full, have eaten enough (food) 2. become rich, wealthy
^{le} khotla	1. court 2. place where men sit 3. council
khôtsô (cl 5 sg)	1. peace, security 2. Hello!
ka-khôtsô	in peace, peacefully
khôtsô (rel stem)	contented, satisfied
khôtsôfatsa, khôtsôfalitsë	satisfy
^{Le} khooa	white person, European
^{Se} khooa	English language
khutla, khutlilë	come back, return

khutlêla, khutlêtse	return to
khutsa, khutsitsë	become/be quiet, silent, stop talking
-khutsoanyane (adj stem)	short, little
kichene, likichene	kitchen
ⁿ kô, linkô	nose
koae, likoae	tobacco
koahêla, koahêtse	cover
koaholla, koahollotse	uncover
koala, koêtse	shut
koano (adv)	here
kôba köbilë	bend
köbolla köbollotse	straighten
kobô, likobô	blanket
koëna, likoëna	1. crocodile
	2. = name of the clan from which chiefs are chosen
köfi, liköfi	coffee
^{le} kôkô	skin
kö-kö	knock - knock
^{se} kölö, likölö	school
kôlôba, kölöbilë	get wet
kölöi, likölöi	1. wagon, cart
	2. car, truck, vehicle
kopa, kopilë (pass kopjoa)	ask for, request, beg
kôpana	meet
kôpi, likôpi	cup
kôpanya, kôpantsë	1. add (arith.)
	2. mix
koranta, likoranta	newspaper
korêka, korëkilë	correct
körö, likörö	wheat
^{ma} kôtê	clods, lumps or chunks of earth
^{mo} kôti	hole
^{li} kôtô (cl 5 pl)	threshing sticks; clubs
^{mo} kötla	bag,
^{mo} kötlana	small bag, purse
^{se} kôt1ô1ô	dish
kötsi, likötsi	1. accident
	2. danger, harm
ho-tsoa kötsi	to have an accident

kötsi (rel stem)	dangerous
kötula	reap
kötulô (cl 5)	harvest
ⁿ ku, linku	sheep
kula, kutse	be sick, ill, ail
kuta, kutilë	cut (with scissors), shear

L

la- (poss, cl 3 sg)	of
la- (SP, past tense, 2nd pers pl)	you (pl)
Labobëli (cl 3)	Tuesday
Labohlano (cl 3)	Friday
Labonê (cl 3)	Thursday
Laboraro (cl 3)	Wednesday
lahla, lahlilë	lose, throw away, give up
lahlêha, lahlëhilë (stative)	get lost, go astray, be misled
lakatsa, lakalitsë	desire, wish
lala, lëtse	1. sleep, spend the night 2. lie fallow (of fields)
Serame se-lëtse. (stative)	There is frost.
lala, lëtse (dv)	spend the night doing (something)
Kë-lëtse ke-bina.	I spent the night singing.
^{mo} lamu melamu	stick
lamunu, lilamunu (also lamuni)	orange, lemon
lane (3rd posit, cl 3 sg)	that yonder
^{mo} laô, melaô	law, regulation, ruling
lapa, lapilë (stative)	become hungry
Kë-lapilë	I am hungry.
^{le} lapa	family, home, household
lapëng	at home
lata, latilë	fetch, go for
^{mo} lato	debt, fault, guilt
Molato ke'ng?	What is the matter?
latsoa, latsoitsë	taste/try/sample (food/drink)
^{bo} lause, libolause	blouse
le-	with, and, also, together with
le- (SC/OC, 2nd pers pl)	you (pl)

le- (SC/OC, cl 3 sg)	it
le	to be
leba, lebilë	go towards, head for
lebala	playground
lebala, lebëtse (stative)	forget
lebêlla	1. expect 2. watch
lëboha, lëbohilë	thank, be thankful/grateful
Kea-lëboha.	Thank you.
ho-lëboha thusô	to thank for help
ho-lëboha motho	to thank a person
lëë (1st posit, cl 3 sg)	this
lëë (rel, cl 3 sg)	who, which
lefa, lefilë (pass lefshoa)	pay
lefe? (cl 3 sg)	which?
lefifi (rel stem)	dark
Ho-lefifi.	It is dark.
leha (conj)	though, although
leha ho-le-joalö	however
se ^{le} i	sledge
leka, lekilë	try, attempt, tempt
lekana, lekane	be equal
lekane (stative)	be sufficient/enough
bo ^{le} lekana, malëkana	a tin food container
lë-le- (AP, cl 3 sg)	
lêlêfala, lëlëfëtse (stative)	become long/tall
-lëlëlë (adj stem)	1. long 2. tall, high
bo ^{le} lëlëlë (cl 6 sg)	1. length 2. height
lema, lemmë/lemilë (pass lengoa)	1. plough 2. plant, grow
le ^{le} leme	1. tongue 2. language
mo ^{le} lemi, balemi	farmer
se ^{le} lemô	1. spring 2. year
lëna (1st posit, cl 3 sg)	this
lëq (2nd posit, cl 3 sg)	that

^{se} lêpê	ax
Lesëlinyana la-Lesotho	"The Little Light of Lesotho" (a church newspaper published by the Lesotho Evangelical Church--formerly the P.E.M.S.--since 1864)
leshomê (rel stem)	ten
lethô	nothing, anything (after a neg)
Ha-ke-ëtse lethô.	I'm not doing anything.
letsa, letsitsë	1. play (a musical instrument) 2. ring (a bell)
li- (SC/OC, cl 4/5 pl)	they, them
li- (For plural nouns of classes 4 and 5 which have the prefix <u>li-</u> look under the first letter of the stem.)	
^{ma} li (cl 3 pl)	blood
^{se} liba	spring, fountain, well
liêha, liëhilë (stative)	be late, delayed
liëhisa	cause to delay
life (cl 4/5 pl)	which?
lijô (cl 4 pl)	food
lijô tsa-mantsiboea	supper
lila, litse	smear, plaster
liliëtsa, liliëlitsë	shriek (by women during fights, feasts and songs as an expression of joy or applause)
^{mo} limo, melimo	god
^{ba} limo (cl 1 pl)	ancestors
^{le} limo	cannibal
^{ho} limo (loc)	up, above, on, on top of
holimo ho-ntlo	high up on the house
holim'a ntlo	on top of the house
ka-holimo ho-ntlo	on top of the house
lisa, lisitsë (stative) (cf alosa)	herd, look after
^{mo} lisa, balisa	herdboy, shepherd
^{mo} lisana, balisana	herdboy, shepherd
litšila (rel stem)	dirty, filthy
lla, llilë	1. weep, cry 2. complain 3. ring (bell), strike (clock) 4. neigh (horse), mew (cat)
llêla, llëtse	cry for
^{mo} llô, mellô	1. fire 2. matches

le ₁ loala	millstone
Loëtsë (cl 5 sg)	September
löhle	whole
loka, lokilë (stative)	be/become fitting, right, correct, suitable
Ho-lokilë.	Okay/all right/fine.
Hə-hoa-loka.	It is not all right.
lokisa	prepare, repair
loma, lommë (pass longoa)	1. bite, sting
ho-loma motho tsêbê	2. slander, backbite
	to warn, to tell a secret (to someone)
mo ₁ lomo, melomo	mouth, lip
se ₁ lomo, lilomo	precipice, cliff
lona (indep pron, 2nd pers pl)	you (pl), yourselves (pl)
lôna (indep pron, cl 3 sg)	it, itself
lôra, lôrilë	dream, dream of
lula, lutse (stative)	take a seat, be seated/sitting
U-lula kae?	Where are you staying (living)?
O-lula hae.	He is out of work. (lit. He's staying at home.)
lumêla, lumëtse	1. agree
Lumêla!	2. believe
lumêlisa, lumêlisitsë	Hello!
	greet

M

m- (For nouns of class 5 which have the prefix <u>m-</u> look under the first letter of the stem.)	
m- (OC, 1st pers sg)	me
Oa-mpitsa.	He's calling me.
ma- (NP, cl 3/6 pl)	
mabêlë (cl 3 pl)	kaffir corn, sorghum
^m maene, limmaene <'maene>	mine
mafura (cl 3 pl)	fat, oil
mahareng	in the middle of, among
makala, makëtse (stative)	be/become surprised, amazed, astonished; wonder
makhêthê (cl 3 pl)	tidiness, neatness, cleanliness
mala (cl 3 pl)	bowels
ho-jeoa <u>ke</u> -mala	to have a stomach ache

^m mala, mebala <'mala>	color, shade
malí (cl 3 pl)	blood
malomê, bö=malomê	uncle
maloti (cl 3 pl)	chain of mountains
Maloti	the mountainous area of Lesotho
mamêla, mamëtse (stative)	1. listen (to), pay attention (to) 2. examine (with a stethoscope)
mane (3rd posit, loc)	there yonder, over there
mang? bö=mang?	who? whom?
mang le-mang	everyone, everybody
mang kapa mang	anyone, anybody
buka ea-mang?	whose book?
^M mantaha (cl 5 sg) <'Mantaha>	Monday
mantsiboea (cl 3 pl)	afternoon, early evening, in the afternoon
maoba	the day before yesterday
maobane	yesterday
^m maraka, limmaraka <'maraka>	market
mariha (cl 3 pl)	winter
masepa (cl 3 pl)	excrement
mashala (cl 3 pl)	coal
mathê (cl 3 pl)	saliva
matha, mathilë	1. run 2. have diarrhea
^{le} mati, mamati	door (not the doorway [monyakô])
matla (rel stem)	strong, powerful
(cl 3 pl)	strength
ka-matla	strongly, hard
me- (NP, cl 2 pl)	
^m mê, bö=munê <'me>	my mother
mela, metse	grow
^m mele (cl 2 sg) <'mele>	body
mena, mennë	fold
mëno (cl 3 pl)	teeth
leinô (cl 3 sg)	tooth
^M mēsa <'Mesa>	April
mesô (cl 2 pl)	dawn, early morning
ka-mesô	at dawn, in the early morning
mëtsi (cl 3 pl)	water
ho-ntsa mëtsi	urinate
mëtsi aa batang	cold water
mëtsi aa futhumëtseng	warm water
mëtsi aa chesang	hot water
mëtsi (adj)	wet

^m metsô <'metsô> ho-jeoa ke-mmetsô	throat to have a sore throat
^m mila <'mila>	road
Mm'a- <'M'a- > Mm'a-Thabô	Mother-of Mother-of-Thabo (a name)
nne (conj)	and
mmôhô <'moho>	together
mo- (OC, cl 1 sg)	him, her
môea, mêea	1. wind 2. spirit, soul
Moëletsî oa-Basotho	"The Advisor of the Basotho" (a church newspaper published by the Roman Catholic Church)
mohla, mehla kamehla	time, epoch always
mohlômong ka-mohlômong	perhaps at one time
molemô (rel stem)	kind, good
mollô	1. fire 2. match
möna (1st posit, loc)	here
monate (rel stem)	1. good to eat, sweet 2. nice
hamonate	nicely
mong, bang (enum)	1. one 2. another, somebody
motho ë-mong	a person, another person
möno (2nd posit, loc)	there
möö (2nd posit, loc)	there
möü (1st posit, loc)	here
Moqebêlô (cl 2 sg)	Saturday
morao hamorao kamorao ka-morao ho-	after, behind, at the back later on, afterwards in back, afterwards after, behind
mosa (rel stem) Ramosa	kind Father-of-Kindness (a name)
mosô (cl 2 sg) ka-mosô mesô (cl 2 pl)	another day, by and by dawn
motšeare (cl 2 sg)	1. noon, at noon 2. daytime
ha mpe	badly

Mphalane	October
mphê (imperative of fa)	give me
^m musi, babusi <'musi>	governor, ruler
^m musô, mebusô <'musô>	government, rule

N

n- (For nouns of class 5 which have the prefix n- look under the first letter of the stem.)

n- (OC, 1st pers sg)	me
(see also under m-, n-, ny-, ng-)	
Oa-nthusa.	He's helping me.
ⁿ na (indep pron)	I
na, nelë	rain
Pula ea-na.	It is raining.
na	to be
Hä-ke-na ho-bua.	I will not speak.
na	have
Ke-na le-buka.	I have a book.
-na	= indicates surprise
naa (qn word at the beginning or end of yes/no sentences)	
naha, linaha	1. country
	2. land, veld
nakô, linakô	1. time, moment, duration
	2. chance
ka-nakô	on time
nala (cl 5 sg)	abundance, plenty
nama, linama	1. meat
	2. flesh
nama ea-khömo	beef
namane, manamane (cl 3 pl)	calf
naoa, linaoa	bean
^{mo} nate (rel stem)	1. good to eat, sweet
	2. nice
monate, menate	nice taste, sweetness, niceness
ncha (adj stem)	1. new
	2. fresh
	3. young
-ne (d v)	= past continuous
Ba-ne ba-ja.	They were eating.
ⁿ -nê (adj stem)	four
buka tsë-nnê <'ne>	four books
nêa, nêilë	give to, hand

nëhëlëtsa, nëhëlëtsë	pass (something to someone)
neng?	when?
neng kapa neng	anytime
nêpa, nëpilë (stative)	1. get right, answer right, be correct
	2. hit (by throwing or shooting)
nêse, linêse	nurse
^{bo} nêse (cl 6 sg)	nursing
ⁿ nete, linnete (<'nete> kannete	truth
-nnete (adj)	truly, indeed
-ng? (from eng?)	true, certain, real
ⁿ nga (<'nga> ka-nnga tsöhlë	what?
ka-nnga ea-	side, direction
ka-nnga ho-	on all sides, around
ka-nngane	towards, in the direction of
ngaka, lingaka	on the side of, towards
	on the far side
-ngata (adj stem)	1. doctor
ngoana, bana	2. medicine man
ngoan'ëso, bana b'ëso	many, much, numerous
ngoan'ëno, bana bëno	child, baby
ngoan'abô, bana babô	my brother/sister
ngoanana, banana	your brother/sister
ⁿ ngoe (<'ngoe> ë-nngoe le-ë-nngoe	his/her brother/sister
ka-bonngoe	girl
-ngoe (adj stem)	one, another
-ngôla, ngôtse	each, every
ngôlla, ngölëtse, ngöllëtse	one by one
Kë-ngôlla mmê.	other, another, certain, some
^{le} ngôlô	write
nka, nkilë (stative)	write to
o-nkilë	I'm writing to my mother.
o-nkiloë	letter, certificate
nka (from -ka)	take, receive, accept, take
nhô, linkhô	away, steal, seize, catch hold
nhono, bö=nhono	he is engaged
nhô, linkô	she is engaged
nna (indep pron, 1st pers sg)	I can
^{mo} nna, banna	water pot
	grandmother
	nose
	I, me, myself
	1. man
	2. husband

nnê	four
nnë <'në>(d v)	= occasional
Kë-nnë kë-noê teë.	I occasionally drink tea.
noa, noelë	drink
^{mo} noana, menoana	finger
noka, linoka	river
nokana	stream
noka, nokilë	season, salt, sweeten
^{bo} nôlô (rel stem)	soft, easy, tender
bonôlô (cl 6 sg)	softness, ease, tenderness
nôna, nönne (stative)	become fat, be fat
nönyana, linönyana	bird
nôtlêla, nôtletse	lock
^{se} nôtlôlô	key
ntatë, bö=ntatë	my/our father
ntatë=moholo	my grandfather
ntja, lintja	dog
ⁿ tlha, lintlha	point, corner
ntsä, ntsitsë	take out
ntsä liphôsô	correct
ntsä mëtisi	urinate
ntsë (d v)	= continuity of an action
Kë-ntsë ke-sëbëtsa.	I continue to work.
ntsintsi, lintsintsi	fly
ntšo	black
^{le} ntsoe	voice, word
^{mo} nyakô, menyakô	doorway, gateway
nyala, nyëtse (stative)	marry (of a man)
nyalao, nyëtsoe (stative)	marry (of a woman), be taken in marriage
-nyenyane (adj stem)	1. small, little, tiny
hanyenyane (adv)	2. young
^{Le} nyesemane	a little
^{Se} nyesemane	Englishman
ⁿ nyëo, bö-nnyëo	English language and culture
^{le} nyôra	so-and-so, what's-his-name
nyôroa, nyörilöë,	thirst
nyöruloë (stative)	be/become thirsty

o- (SC, cl 1 sg) (SC/OC, cl 2 sg)	he, she it
oa- (poss, cl 1/2 sg)	of
oa, oelë	fall, fall down
oache, lioache	watch
oane (3rd posit, cl 2 sg)	that yonder
ofe?	which?
Lijô tsa mofuta ofe?	Which kind of food?
öfisi, liöfisi	office
ôka, ôkilë	nurse
^{mo} okamëli, liokamëli	leader, director
-öhlë (qualificative)	1. whole (sg) 2. all (pl)
ölosa, ölositsë	winnow
ôma, ömnë	dry
ômana, ômane	scold, grumble
ö-mo- (AC, cl 2 sg)	
öna (1st posit, cl 2 sg)	this
önnôrôkô	petticoat
öc (1st posit, cl 2 sg)	this
öö (2nd posit, cl 2 sg)	that
öö (RC, cl 2 sg)	who, which
öö!	oh!
ôöna (indep pron) (cl 2 sg) (cl 3 pl) <'ona> (cl 6 pl) <'ona>	it, itself they, them, themselves they, them, themselves
ôta, ötilë (stative)	be thin
ötla, ötlilë	strike, beat

ôtlana, ôtlane	strike one another
seôtlô	threshing floor
le _{oto}	1. foot 2. leg on foot
ka-maoto	
P	
^m pa, limpa	stomach, belly
^{li} pakëng tsa-	between
palama, palame (stative) palamisa, palamisitsë	mount, board, ride cause to ride
palesa, lipalesa	flower
palô, lipalô	arithmetic
pampiri, lipampiri	paper
pana, pannë	hitch
panolla, panollotse	unhitch
papa	solid, porridge
papali, lipapali	game sport
parafine (cl 5 sg)	kerosene
pasa, pasitsë	pass
pata, patilë	hide
patsi, lipatsi	firewood
pëipi, lipëipi	pipe
pela	near
pele motho oa-pele pele ho-	in front, before, ahead first man before

pěli	two
pênê	pen
pêntsêlê, lipêntsêlê	pencil
pěpa, pěpilě (stative)	carry (a baby on the back)
pepere	pepper
pêrê, lipêrê	horse
pěrëkisi, lipěrëkisi	peach
^{se} petlele, lipetlele	hospital
phahama, phahame (stative)	go high, be high
^{li} phahlô (cl 5 pl)	clothes
phakisa, phakisitsë	hurry, hasten, make haste
phêha, phëhilë	cook, bake
phêhêla, phëhëtse	cook for
^{mo} phëhi	a cook
phela, phetse	1. live, be alive 2. be healthy
^{bo} pheîô (cl 6 sg)	life, health
pheta, phetilë	1. do something for the second time, repeat 2. recite, narrate
phêtha, phêthilë	finish, accomplish, complete, fulfill, perfect
phêthêha, phëthëhilë	be done completely, be perfectly finished
phirimana (cl 5 sg) ka-phirimana	evening in the evening

^b ophirimêla (cl 6 pl)	west
^m phô, limphô	gift, present
phofo (cl 5 sg)	flour
pholo, lipholo	oxen
phomola, phomotse (stative)	rest, go to rest, take a rest
phôôfôlô, liphôôfôlô	animal, beast, wild animal
phôsô, liphôsô ka-phôsô	mistake, error by mistake
phuthêhê, liphuthêhê	meeting
pitla, pitlilê	crush
pitsa, lipitsa	pot
pitsana, lipitsana	little pot
pitsô, lipitsô	meeting, assembly, gathering called by a chief
pôkôthê, lipôkôthê	pocket
pola, potse	thresh
polêlô, lipolêlô	saying, speech, sentence
^{le} pölesa, mapölêsa	policeman
^b ölesa	the work of a policeman
poli, lipoli	goat
pömpöng, lipömpöng	candy
pööne, lipööne	corn, maize, mealies
pôsa, pôsitsê	mail
pôsô, lipôsô	post office
pôta, pôtilê	go around
potsô, lipotsô	question, query, demand
pula, lipula	rain

puô, lipuô

1. speech
2. language

putsa, putsitsë

reward

putsoa

grey

Q

qala, qalilë

1. start, begin, commence
2. provoke

qêta, qëtilë

finish, end, complete

qhanêha, qhanëhilë

saddle

qhanolla, qhanolotse
(reversive)

unsaddle

^{le}qhëku, maqhëku

old man

qôqa, qôqilë

chat, chatter, converse, discuss

^{mo}qôqô, meqôqô

chat, conversation

R

^{mo}ra, bara

son

raha, rahilë

kick

rakhali, bö=rakhali

my father's sister or her
husband, my paternal aunt^{le}rakô, marakô

wall

^{mo}rali, barali

daughter

^{se}ramê

1. frost
2. cold weather

^{mo}rao

behind, back, after, afterwards

-raro

three

rata, ratilë

like, love, be fond of

^{le} rata, marata	noise
ratana	love one another
ratêha	lovable
^{le} ratô, maratô	love, affection
re- (SC/OC, 1st pers pl)	we, us
re, itsê (pass thoe) ha-ke-re	say, mean isn't it
rêha, rêhilë	name, give a name to
rëisi (cl 5 sg)	rice
rëisisi, lirëisisi	race
rêka, rëkilë	buy, purchase
rêkêla, rëkëtse	buy for
rëkisa, rëkisitsë	sell
^{mo} rêna, marêna (cl 3 pl) borêna	chief chieftainship
^{mo} riana, meriana	medicine
^{ma} riha (cl 3 pl)	winter
^{bo} rikhoë, marikhoë	pair of trousers
^{mo} riri, meriri	hair (on the head)
ritêla	brew beer
^{mo} roa	Bushman
^{bo} roa	south
roala, roëtse (stative)	1. wear (something on the head, hands, or feet) 2. carry (something on the head)
roalla, roalëtse	gather firewood

rôba, rōbilē	break
rôbala, rōbētse (stative)	fall asleep, be asleep
rôbêha, rōbēhilē (stative)	be broken, get broken
robēli	eight
robong	nine
^{mo} roēētsana, baroēētsana (moroetsana) morēētsana oa-Phiri	girl, young lady Phiri's girl friend
^{mo} rôhō, merôhō	vegetable
rôka, rōkilē	praise, recite the praises of
roka, rokilē	sew
^{bo} rôkhō, marôkhō	bridge
^{le} role, marôle	dust
roma, romilē	send (a person)
romêla, romēlētse, romêlla, romēlletse	send to, send for
rona (indep pron 1st pl)	we, our, ourselves
rôsekama	horsebrush
ropa, ropilē	tether
rota, rotilē (ntsa mētsi for adults, sesa for children)	pass water, urinate
^{se} roto	winnowing basket
^{mo} ru, meru	forest, wood
rua, ruilē (stative)	become rich, own, possess
^{mo} ru	rich person
^{mo} ru, barui	rich person
rulêla, rulētse	roof
^{le} rumô	spear

^{le} ruô, maruô	wealth
ruri	truly, certainly
ruta, rutilë	teach, instruct, preach
^{mo} ruti, baruti	1. priest, minister 2. teacher
^{bo} ruti (cl 6 sg)	ministry
^{mo} rutuoa, barutuoa	scholar, student, pupil

S

sa (dv)	still, yet; anymore (after a negative) I'm still living. I don't know anymore.
Ke-sa phela. Ha-ke-sa tseba.	
sa	=negative (in a dependent clause) I found that he is not working.
Ke-fumane a-sa-sëbëtse.	
sa, selë	1. clear up (of weather), stop raining 2. end (of the night)
sa (poss, cl 4 sg)	of
le_saka	cattle kraal
sakerêtê, lisakerêtê	cigarette
sakha	a saw
sala, sëtse	remain, stay behind
sale, lisale	saddle
le_sale	earring
mo_sali, basali	woman, wife
sane (3rd posit, cl 4 sg)	that yonder
ho_sasa (adv)	tomorrow
ho_sasane (adv)	tomorrow
Sa teretaha	Saturday
-se-	negative form of the impersonal pronoun
Ha-se-nmete.	It is not true.
se-	negative particle
se-shëbe	don't look
se-kaa shêba	don't look

-sě (dv)	already (=exclusive)
se- (SC/OC, cl 4 sg)	it
^{mo} se, mese	dress
^{le} sea, masea	baby, infant
separo	garment, clothes
sebele	true, indeed
sěbělisa, sěbělitsě	use
sěbětsa, sěbělitsě	work
^{mo} sěbětsi, mesěbětsi	work, job
sěe (1st posit, cl 4 sg)	this
sěě (RP, cl 4 sg)	who, which
-sêhla (adj stem)	yellow
^{le} sêkana	bracelet
^{le} sela	linen, cloth, tablecloth
^{le} sěli	light
sěna (1st posit, cl 4 sg)	this
seng	
e-seng	not
sêntê, lisêntê	1. cent 2. scent
sěo (2nd posit, cl 4 sg)	that
^{se} sepa	soap
sě-se- (AC, cl 4 sg)	
^{ma} shala (cl 3 pl)	coal
^{mo} shanyana, bashanyana	small boy

shapa, shapilê	hit, beat, strike, lash
shêba, shêbilê (stative)	look at, stare, gaze
shêbahala, shêbahëtse	look, appear
E-shêbahala e-le ntlê.	It looks beautiful.
shoa, shoelê (stative)	die, be dead
^{le} shomê	ten
^{le} siba, masiba (when detached), litsiba (when attached to the bird)	1. feather, pen 2. musical instrument
siea, siilê	1. leave; leave behind 2. outrun
sieô ho-ba-sieô	be absent, be lacking to be absent
сила, sitse	grind
sita, sitilê	1. be too heavy for 2. be difficult, impossible
sitoea, sitiloê (passive of sita, be too heavy for)	be unable, fail, be prevented
^{se} siu	type of large basket
^{bo} siu, masiu	night
s'ô Hä-ke-e-s ô bue.	not yet I have not yet spoken.
soaba, soabilê (stative) Kê-soabilê.	become sad, be sorry I am sorry.
soasoa, soasoitsê	joke, kid
-soëu (adj stem)	white
sökisi, lisökisi	underwear
sôna (indep pron, cl 4 sg)	it, itself
Söntaha	Sunday
sôphô, lisôphô	soup
otho, Basotho	Sotho person

Le_{so}tho

Lesotho

Se_{so}tho

Sotho language and culture

sunā, sunnē
 sunana, sunane

kiss
 kiss one another

supa, supilē

1. point at
 2. seven

T

taba, litaba

news

tafolē, litafole

table

-tala (adj stem)

green

se_tala litala

stable

talima, talimilē,

look at

tanki

thank you

tantsa, tantsitsē

dance

tapolē, litapolē

potato

tata, tatilē (stative)

act in a hurry,
 be in a hurry

tau, litau

lion

teē, liteē

tea

tēka, tēkilē

set (a table)

temō (cl 5 sg)

agriculture, farming

tēmpa, tēmpilē

stamp

se_tēmpē, litēmpē

stamp

tena, tennē (stative)

wear, put on
 (trousers, dress,
 petticoat, etc.)

se tene, litene	bricks
těng	1. present, here 2. there, at that place inside (there)
ka-těng	
terata, literata	wire
terene, literene	train
thaba, thabilě (stative)	be/become happy, glad, rejoice
Thaba, lithaba	mountain
thabisa, thabisitsě	please, amuse, entertain
thabô	joy
thae, lithae	tie
thaka, lithaka	(age-grade) companion
thapa, thapilě	be tame
tharo	three
thata (rel stem)	hard, difficult
thata, thatilě	wind
thatolla	unwind
se thêbê, lithêbê	mat
thêkô, lithêkô	price, cost
thěoha, thěohilě	come down from
thěola, thěotse	lower, reduce
thethana, lithethana	fringe-skirt worn by young Basotho girls
thiba, thabilě	stop, prevent
thipa, lithipa	knife
le thô	something
mo tho, batho	person, human being

mothoana	little person (derogatory)
ⁿ thô, linthô nthoana	thing, object small thing
thoe (pass of re) ho-thoe Ho-thoe'ng?	it is said I beg your pardon?
thokô (cl 5 sg), mathokô (cl 3 sg) ka-thokô	at the side, beside
thôkô, lithôkô	praise-poem
thola, thotse (stative)	be quiet
thole lithole	dust rubbish, sweepings
thotha, thothilë	carry harvest home from the fields
thula, thutse	bump
thunya, thuntsë (stative)	1. shoot 2. blossom, bloom
sethunya	gun
thupa, lithupa	stick, rod
thusa, thusitsë	help, aid, assist
thusana, thusane	help one another
thutô, lithutô	lesson, study, education
tichêrê, litichêrê	teacher
^{bo} tichêrê (cl 6 sg)	teaching profession
tiea, tiilë (stative) Ke-tiilë. Hä- <u>kea</u> -tiea.	become firm I am positive. I'm kidding.
tima, timmë	extinguish, put out (a fire, light)
tinare, litinare	midday meal, lunch, dinner

ⁿ tja	dog
tjale, litjale	shawl
tjeka	turn
tjēna	like this, this way, thus
tla, tlilē bēkē ēē tlang	come next week
tla (verb auxiliary)	= future tense
^{ma} tla	strength, force
tlama, tlamme	tie
tlamolla, tlamollotse	untie
tlase, tlasa	down, below, under, beneath
tlatsa, tlatsitsē	fill
tlatsētsa, tlatsēlitsē	fill for
-tlê (adj stem)	good, nice, pretty, beautiful, well-behaved
^{bo} tlê	beauty
tlélase, litlelase	class
tléléke, litleléki	saddle cloth
tlil'ō	have come to
tlisa, tlisitsē	bring (cause to come)
ⁿ tlo, matlo (cl 3 pl) ka-tlung ntlo ea-boithusō	house, hut, dwelling in the house lavatory
^{ma} tloana	lavatory
tlōō	come
tlosa, tlositsē	take away, remove
tlung	in/to the house (see ntlo)
^{se} tōfo	stove
^{mo} tōhō, metōhō	sour porridge

tôla, tötse	take a bath
toma, tommë	bridle
tomô, litomô	bridle
tomolla, tomollotse	unbridle
-tona (adj stem)	masculine, male
tönki, litönki	donkey
bô tôrô (cl 5 sg)	butter
tôrôpô, litôrôpô	town, city
tša- (poss, cl 4/5 pl)	of
tšaba, tšabilë (stative)	fear, be afraid of
tsamaea, tsamailë	go, walk, travel, go off, depart
tsamöö	go (do)
Tsamöö ja.	Go eat.
tsane (3rd posit, cl 4/5 pl)	those yonder
le tsatsi, matsatsi	1. sun
	2. day
mo tse, metse	village, town, homestead
mo tšeare (cl 2 sg)	1. noon, at noon, midday
	2. daytime, during the day
tsë-(N)- (AC, cl 4/5 pl)	
tseba, tsebilë	know
tsebana, tsebane	know one another
tsëbê, litsëbê	ear
tsebisa, tsebisitsë	tell/cause to know
tsebisisa, tsebisitsitsë	know very well
tsëë (1st posit, cl 4/5 pl)	these
tsëë- (RC, cl 4/5 pl)	who, which
tsëha, tsëhilë	laugh, laugh at

tsela, litsela	road, path, way
tšêla, tšêtse (stative)	contain, pour into
tšelêla	six
tsëna (1st posit, cl 4/5 pl)	these
tsëo (2nd posit, cl 4/5 pl)	those
tšêpa, tšëpilê	hope, trust, believe
tšepe, litšepe	1. iron, metal 2. bell
mê tsi (cl 3 pl)	water
tšilô	grinding stone
tšimo (cl 5 sg), masimô (cl 3 pl)	field, garden
-tšo	black
tsoa, tsoilê	come out, come from, go out
tsoafa, tsoafilê	be disinclined
le tsoai	salt
tsoala, tsoêtse (stative)	1. deliver, give birth to (indelicate when applied to people) 2. have Thabo has nice children.
Thabô o-tsoêtse bana ba-batlê.	
mo tsoala	cousin
mo tsoali, metsoali	parent
mo tsoallê, metsoallê	friend, companion
tšoanêla, tšoanêtse	ought to, have to, must
se tšoantsô	picture
tšoara, tšoëre (stative) Kê-tšoëroe kê-hlôôhê	seize, grasp, hold I have a headache.
tšoarêla, tšoarêtse	pardon
tsoekere, litsoekere	sugar

tsoêlôpele (cl 5 sg)	civilization, progress
tsoha, tsohilë (stative)	wake up, get up, arise, be awake
tšoha, tšohilë (stative)	be frightened
le tsôhôn	hand, arm
tšolla, tšolotse	1. pour, spill 2. purge
tšomô, litšomô	folktale, tale
tsôna (indep pron, cl 4/5 pl)	they, them, themselves
tsuba, tsubilë	smoke
Mo tswana, Batswana	a Tswana
tuku, lituku	head scarf
se tulô	chair, seat, stool
se tupu	stoop
tumëlisô, litumëlisô	greeting
turu (rel stem)	expensive
	U
u- (SC/OC, 2nd pers sg)	you
uêna (indep pron, 2nd sg)	you, yourself
utloa, utloilë	1. hear 2. feel 3. taste, smell 4. understand
utloahala, utloahëtse	1. be understandable 2. be audible
utloisisa, utloisisitsë	understand
utsoa, utsoitsë	steal, rob

ENGLISH-SESOTHO

Vocabulary

A

ability	bohlale	amazed	makala
able	-ka (verb auxiliary)	American	LeAmërika
above	holimo	among	hara; mahareng
absent	êo (after neg); sieô	amount	bohologo
abundance	nala	and	mme; le-
accident	kôtsi	and then	eaba
ache	bohloko	Anglican	Chache
add	kôpanya	angry	halefa
address	aterêse	animal	phôôfôlô
admire	boha	announcer	seboholi
advice	këlêtsô	annoyed	halefa
advise	êlêtsa	another	mong; -ngoe
affairs	mabaka	answer	araba; karabô
African	MoAfrika; MaAfrika	anyone	mang kapa mang
Afrikaans	Seburu	anything	lethô
Afrikaner	Leburu	anytime	neng kapa neng
after	morao	anywhere	kae le-kae
afternoon	mantsiboea	appear	bonahala; hlaha shêbahala
afterwards	hamorao	apple	apolê
again	hapê	appreciate	boha
agree	lumêla	approach	atanêla
agriculture	temô	arise	tsoha
aid	thusa	arithmetic	palô
airplane	sefofane	arm	letsôhō
all	kaofêla	around	ka-nngā tsôhlê
aloe	lekhala	arrange	hlôpha
already	-sê	arrive	fihla
also	le-; hape	arrive at	kêna
always	kamehla	as	joaleka; kamôô

as if	eka (also eaka)
ask	botsa
aside	kathokô
ask for	kopa
ask	botsisisa
assembly	pitsô
astray	lahlêha
at	ka-; ha
attempt	leka
attend	kêna
autumn	(le)hoetla
awake	tsoha
ax	selêpê

B

baby	lesea; ngoana
bad	-be
badly	hampe
badness	bobe
bag	mokôtle
bake	phêha
ball	bôlô
bank	banka
basket	seroto; sesiu
bathe	tôla
be	na; ba; le
bead	sefaha
bean	naoa
bear	jara; tsoala
beat	ôtle; shapa
beauty	botlê
because	hobane
bed	bêthê
beef	nama ea-khōmo
beer	joala

before	pele
beg	kopa
begin	qala
beginning	hlôôhō
behold	boha
believe	khôloa; tšêpa
bell	tšepe
below	katlase; tlase; tlasa
belt	lebanta
bend	kôba
bend over	inama
beside	ka-thokô
besides	ho-feta mōō
better	betere
beware (of)	hlôkômêla
beyond	ka-nngane ho-
bicycle	baesekele
big	-holo
bind	fasa
bird	nōnyana
bite	loma
black	-tšō
blanket	kobô
blood	mali
bloom	thunya
blōssom	thunya
blouse	bolause
blow	foka
blunt	botsoa
board	palama
body	mmele
Boer	Leburu
boil	bela

book	buka	bus	bese
born	hlaha	but	empa
borrow	kalima	but	fêêla
bother	khathatsa	butter	bôtôrô
bottle	bôtîlôlô	butter	bôtôrô
bowels	mala	buy	rêka
box	lebôkôsê	buy for	rêkêla
boy	mohlankana; moshanyana	by	ho-
bracelet	lesêkana	by	ka-
bread	bohôbê	C	
break	rôba; rôbêna		
brew	ritêla	cafe	k'hëfi
bricks	setene	calf	namane
bride		call	bitsa
price	bohali	can	bolêkana
bridge	borôkhô	can	-ka (verb auxiliary)
bridle	tomô; toma	candle	lebônê
bring	tlisa	candy	pömpöng
bring near	bapisa	cannibal	lelimo
broom	le fiêlô	car	kölöi
brother	khaitisêli	care for	alosa
brother	moholoane	careful	hlôkômêla
my elder brother	aubuti, bö=aubuti	carry	jara
brother	ngoan'ëso	carry	bôfa
bucket	êmêrê	carry	roala
build	aha	carry	pëpa
building	mohahô	cat	katse
bump	thula	catch on fire	cha
burn	cha	cause	lebaka
burn something	chesa	cent	sêntê
bury	boloka	ceremony	mokete
		certain	nnete
		certainly	ruri
		chair	setulô
		chalk	chôkô

chance	nakô	come back	khutla
change	chenche	come in	kêna
chat	qôqa	come near	atamêla
cheap	chipi	come out	tsoa
chest	sefuba	companion	thaka
chicken	khoho	companions	bö= (NP, cl 1a pl)
chief	morêna	complain	lla
chieftainship	borêna	complete	phêtha
child	ngoana	conceited	ikhantša
child	ngo ana	construct	aha
choose	khetha	construct	haha
church	kêrêkê	contain	tšêla
cigarette	sakerêtê	contented	khôtsô
cinch	hôrôta	continue	-ntsê
city	tôrôpô	contradict	hana
civilization	tsoêlôpele	conversation	moqôqô
class	tlelase	converse	buisana
clean	hloêka	cook	phêha
clean	hloëkisa	cook	mophêhi
clear	êla	cool	fôla
cleverness	bohale	corn	pööne
clods	makôtê	corner	hukung
clothes	liphahlô	corner	ntlha
		correct	korêka
clothing	seaparô	correct	ntsä
clubs	liktôtô	correct	nêpa
		cost?	bokae?
coal	mashala	council	lekhotla
coat	baki	count	bala
coat	jase	country	lefatšê
coffee	köfi	country	naha
cold	bata	court	lekhotla
cold	sefuba	cousin	motsoala
color	mmala	cover	koahêla
		cow	khômo
comb	kama	create	ëtša
come	tla	crocodile	koëna

cross	halefa
crush	pitla
cry	lla
cry for	llêla
cup	köpi
cup	k'hapho
cupboard	k'habothe
cut	kuta
cut	itsêha

D

daily	kamehla
dance	tantsa
danger	kötsi
dangerous	kötsi
dark	lefifi
darkness	lefifi
daughter	morali
dawn	mesô
day	letastsi
day after tomorrow	ka-mosô

daytime	motšeare
dead person	mofu
death	lefu
debt	molato
decline	hana
delayed	liêha
deliver	tsoala
depart	tsamaea
describe	hlalosa
desire	lakatsa
devastation	faqane
die	shoa
differ	fapana
difficult	thata
difficult	sita

dining hall	li jöng
dinner	tinare
direction	nnga
director	ookamëli
dirty	litšila
diagree	fapana
disarrange	hlöpholla
discover	fumana
discuss	bua
discuss	qôqa
dish	sejana
dish	sekôtlôlô
distance	sebaka
do	ëtsa
do	ëtsëtsa
doctor	ngaka
dog	ntja
donkey	tönki
door	lemati
doorway	monyakô
doubtful	belaêla
down	fatše
down	tlase, tlasa
draw	kha
dream	lôra
dress	mose
dress	apara
drink	noa
drive	khanna
driver	mokhanni
dry	ôma
during	mahareng a-
dust	lerole
dwell	aha
dwell	haha
dwelling	ntlo

E

ear	tsêbê
earring	lesale
earth	lefatšê
ease	bonôlô
east	bochabêla
easy	bonôlô

eat	ja
education	thutô
egg	lehe
eight	robêli
either	kapa
elder	moholo
end	fêla
English	Sekhooa
English	Senyese mane
Englishman	Lenyese mane
enough	lekane
enter	kêna
entertain	thabisa
envelope	ênvelôpô
erase	hlakola
error	phôsô
escape	balêha
European	Lekhooa
evening	phirimana
every	ë-nngoe le-ë-nngoe
everyone	mang le-mang
everywhere	ka-höhlê
everywhere	kae le-rae
evil	bobe
evil	-be
examine	mamêla
excrement	masepa
expect	lebêlla

expensive	turu
explain	hlalosa
extend	êkêtsa
extraordinary	mohlôlô
eye	leihlô

F

fail	sitoa
fall	oa
family	lêlapa
famine	faqane
far	holê
farmer	molemi
farming	temô
fat	mafura
fat	nôna
father	ntatê
fault	molato
fear	tsaba
feast	mokete
feather	lesiba
feed	fêpa
feel	utloa
f _{er} ment	bela
fetch	lata
fever	fêbêru
field	tsimo
fierce	bohale
fill	tlatsa
find	fumana
finger	monoana
finish	phêtha
finish	qêta
finish	fêla

fire	mollô
fireplace	leifô
firewood	patsi
firm	tiea
first	pele
fitting	loka
five	-hlano
flee	balêha
flesh	nama
flock	mohlape
flour	phofo
flower	palesa
fly	fofa
fly	ntsintsi
fold	mena
folktale	tšomô
food	lijô
foot	leoto
football	futubôlô
force	matla
forest	moru
forget	lebala
fork	ferekô
four	nnê
French	Sefora
Frenchman	Lefora
fresh	nchâ
friend	motsoallê
frightened	tšoha
from	ho-
front	pele
frost	seramô
full	khora

G

game	papali
garden	jarete
garment	seaparo
gateway	monyakô
gently	butlê
Germany	Jêrêmane
gift	mphô
girl	ngoanana
girl	moroëëtsana
give	fa
give to	nêa
glass	khalase
go	ea
go	eô
go	tsamaca
go for	lata
go out	tsoa
go towards	leba
goat	poli
god	molimo
good	molemô
good to eat	monate
good	-tlê
good-night	fonane
govern	busa
government	mmusô
grandfather	ntatê=moholo
grandmother	nkhono
grasp	tšôara
grass	joang
grateful	lêboha

graze	fula	headache	tšöëroe ke-hlôôhô
greatly	haholo	healthy	phela
green	-tala	hear	utloa
greet	lumëlisa	hearth	leifô
greeting	tumëlisô	heat	mochesô
grey	putsoa	heaven	leholimo
grief	bohloko	heavy	boima
grind	sila	height	bolëlêlê
grinding stone	tšilô	hello	khôtsô
ground	fatše	hello	lumêla
grow	mela	help	thusa
grow	lema	her	-hae, eêna
gun	sethunya	herd	mohlape
		herd	lisa
		herd	alosa
		herdboy	molisa
		herdboy	molisana
		here	koano; mōna, mōö;
			têng
		hey	hêla!
		hide	pata
		him	eêna
		his	-hae
		hit	shapa, nêpa
		hoe	mohoma
		hold	tšoara
		hole	moköti
		home	lehaë, lelapa,
			ha-habô, haëso,
			haëno
		hope	tšêpa
		hornless	-chitja
		horse	pêrê
		horsebrush	rôsekama
		hospital	sepetlele
		hot	futhumala, chesa
		hotel	hötêlê

H

hair	bôea		
hair	moriri		
hammer	hamorê		
hand	nêa		
hand	letsôhô		
happen	ëtsahala		
happen	hlaha		
happy	thaba		
hard	ka-matla		
hard	thata		
harvest	kötulô		
harvest	thotha		
hat	katiba		
have	na le-; ba le-		
have to	tšoanêla		
hay	furu		
he	eêna		
head	hlôôhô		
head for	leba		
head scarf	tuku		
headache	jeoa ke-hlôôhô		

hour	hôra
house	ntlo
how?	joang?
how many?	-kae?
how many times?	hakae?
how much?	-kae?
human being	motho
hungry	lapa
hurry	phakisa, tata
husband	monna, mohatsa

I

I	ke-
I, me, myself	nna
if	haeba, höja, höjone, ha-
ill	kula
important	boh'ôkoa
impudent	ikhantša
in	ka-
indeed	e-hlilë, efêla, kannete
infant	lese
inform	tsebisa
inhabitant	moahi
ink	ênkê
inoculate	ênta
inquire	botsa
inside	ka-hare, katëng
intelligent	bohlale
introduce	kënya
iron	tšepe
irritable	bohale
it	ha- (past of ho-)

J

jacket	baki
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job	mosëbëtsi
Johannesburg	Khautëng
joke	soasoa
joy	thabô

K

kaffir corn	mabêlê
keep	boloka
kerosene	parafine
key	senôt1ô1ô
kick	raha
kid	soasoa
kill	bolaea
kind	mosa, molemô, mofuta
kindle	bësa
kiss	sun
kitchen	kichene
knife	thipa
know	tseba
knowledge	bohlale
kraal	lesaka

L

lamp	lebônê
land	naha
language	puô
large	-holo
late	liêha
later on	hamorao
laugh	tšêha
lavatory	matloana, ntlo ea-boithusô
law	molaô
laziness	botsoa
lazy	botsoa

lead	khanna	lovable	ratêha
leader	ookamêli	love	leratô, rata
learn	ithuta	luck	lehlôhônôlô
leave	siea	lunch	tinare
leave out	khêtholla		
leg	leoto	M	
lemu	lamunu	machine	mochini
lend	alima, kalima	madness	bohlanya
length	bohola	mail	pôsa
length	bolêlêlê	make	êtsa
lesson	thutô	make (for some-body)	êtsêtsa
let	ha-	make (a fire)	bêsa
letter	lengôlô	male	-tona
life	bophelô	man	monna
light	lebônê, lesêli, bobêbê	man (old)	leq'hêku
like	joalêka, rata	man	aubuti, bô=aubuti
like that	joalô	many	-ngata
like this	tjêna	market	mmaraka
lion	tau	marry	nyala
listen (to)	mamêla	marry (of a woman)	nyaloa
little	hannyane, hanyenyane, -khutsoane, -nyenyane	mat	sethêbê
live	phela, lula	match	mollô
load	bôfa		
lobola	bohali	matters	mabaka
lock	nôtlêla	me	n- (OC, 1st pers sg) (also m-, n-, ny-, ng-), nna
long	-lêlêlê		
long ago	khalê	mean	bolêla
look	shêbahala	meat	nana
look after	hlôkômêla	medicine	moriana
look after	alosa	meet	kôpana
look at	shêba, talima	meeting	phuthêhê, pitsô
look for	batla	merely	fêêla
lose	lahla	midday	motšeare

middle (of)	hare	news	taba
milk	lebeso	newspaper	koranta
millstone	leloala	nice	monate, -tlê
minister	moruti	nicely	hamonate
ministry	boruti	night	bosiu
miracle	mohlôlô	nine	robong
miss	fösa	no	ê-ê
mistake	fösa, phôsô	no	chêê
mix	kôpanya	noise	lerata
modern	-cha	noon	motseare
moment	nakô	north	leboea
money	chêlêtê	nose	nkô
month	khoëli	not	ha-, e-seng
moon	khoëli	not yet	û=sô
morning	hosëng	nothing	lethô
my mother	nmê	now	joalê
mountain	Thaba	numerous	-ngata
mountains	maloti	nurse	nêsê, ôka
mouth	molomo	nursing	bonêsê
much	-ngata, haholo		
so much	hakaakang, hakaalê hakaalô		
much (money)?	bokae?	object	nthô
murder	bolaea	occur	êtsahala
must	tšoanêla	of	oa-, ea-, ba-, tsa-, etc.
my	-ka (poss pron)	office	öfisi
myself	nna	often	hangata
		Oh!	ao! (also hao!)
		oil	mafura
		Okay,	Ho-lokilê.
		old	haholo
		on	holima
		once	hang
		one	mong, nngoe
		only	fêêla
		open	bula

opportunity	sebaka	perspire	fufulêloa
or	kapa	petticoat	ônnorôkô
orange	lamunu	photograph	fôto
order	makhêthê	pick	khêtha
other	-ngoe	picture	setsoantšô
ought to	tsoanêla	pig	fariki
outrun	siea	pipe	pëipi
out	kantlê	place	bêa, ha-, sebaka
ox	khômo	place (my)	ha-ka
oxen	pholo	place (your)	ha-hao
P			
pain	bohloko	plant	jala
painful	bohloko	plaster	lila
pant	hêma	play	bapala
paper	pampiri	play for	bapalla
pardon	tsoarêla	play (a musical instrument)	letsa
parent	moholo, motsoali	playground	lebala
pass	feta; pasa	please	ak'u, -hlê, khahlisa, thabisa
pass one another	fapana	plenty	nala
pass (something to someone)	nêhêlêtsa	plough	lema
pass book	bukana	plough	mohoma
path	tsela	pocket	pôkôthô
pay	lefa	point	ntlha
pay attention	mamêla	point at	supa
peace	khôtsô	policeman	lepôlesa
peacefully	kakhôtsô	porridge (solid)	papa
peach	pêrêkisi	porridge (sour)	motôhê
peas	êrêkisi	positive	tiea
pen	pênê	possess	rua
pencil	pêntsêlê	post office	pôsô
pepper	pepere	pot	pitsa
perhaps	ekaba, mohlômong	potato	tapolê
person	motho	pour	tšolla
		pour into	tšêla
		powerful	matla

praise	rôka
preach	ruta
precious	bohlokoa
precipice	selömo
pregnant	êmara
prepare	lokisa
present	têng, eô
preserve	baballa, boloka
prevent	thiba
prevented	sitoa
price	thêkô
priest	moruti
produce	bêa
produce	hlahisa
progress	tsoêlôpele
pronounce	bitsa
prosperity	lehlôhônôlô
puff	hêma
pupil	morutuo
pure	hloêka
purpose	böomo
purse	mokötlana
put	bêa
put in	kënya
put on clothes	apara, tena
put out	tima
put side by side	bapisa

Q

question	botsa, potsô
quickly	kapele
quiet	khutsa

R

race	rëisisi
rain	na, pula

raincoat	jase ea-pula
raise	ëmisa
rapidly	kapele
reach (a place)	fi'la
read	bala
read to/for	balla
reality	sebele
reap	kötula
reason	lebaka
receive	nka
receive	amohêla, fumana
recite, narrate	pheta
recount	hlalosa, bolêla
recover	fôla
red	-fubëlu
refresh	khatholla
refuse	hana
reign	busa
remain	sala
remember	hopola
remove	tlosa
repeat	pheta
reply	araba, karabô
request	kopa
rest	phomola
return	khutla
return to	khutlêla, boêla
reward	putsa
rice	rëisi
rich	rua, khora
ride	kalama (also palama)
right (become)	loka
right (get)	nêpa
right now	höna-joalë
rise (sun)	chaba
river	noka

road	mmila, tsela	seven	supa
roast	bësa	sew	roka
roof	rulêla	shade	mmala
room	kamorê	sharp	bchale
rot	bôla	shawl	tjale
rubbish	lithole	she	eêna
round	-chitja	sheep	nku
rule	busa	shirt	hêmpê
ruler	mmusi	shoe	seêta
run	matha	shoot	thunya
run away	balêha	short	-khutšoanyane
		show	böntša, hlahisa
		shut	koala
		be sick	jeoa
		sick (become)	kula
		side	nnga, ka-nngane
		silent	khutsa
		sin	sebe
		since	esale
		sing	bina
		sing for	binêla
		sister	ngoan'ëso, ausi, rakhali, moholane
		sit down	lulu
		six	tšelêla
		size	bohola
		skin	lekôkô
		sky	leholimo
		slander	loma
		slaughter	hlaba
		sledge	selëi
		sleep	rôbala, lala
		slowly	butlê
		small	-nyenyane
		smoke	tsuba
		snow	lehloa
		so-and-so	nnyëo

S

sad (become)	soaba		
saddle	qhanêha, sale		
saddle cloth	tlelêke		
saliva	mathê		
salt	noka, letsoai		
sample (food/drink)	latsoa		
satisfied	khôtsô		
satisfy	khôtsôfatsa		
saw	sakha		
say	cho, re		
saying	polêlô		
school	sekölô		
scold	ômana		
season	noka		
seat	setulô		
security	khôtsô		
see	bôna, bônahala, bônana, böntsisa		
seize	nka		
select	khêtha		
sell	rêkisa		
send	roma		
sentence	polêlô		
set (a table)	têka		

soap	sesepa	stick	thupa
soft	bonôlô	still	sa
soil	mobu	stocking	kausi
soil-erosion	khoholêhô	stomach	mpa
some	-ngoe	stomache ache (have a)	ho-jeoa ke-mala
somebody	mong	stone	lejoê
something	lethô	stool	setulô
son	mora	stoop	setupu
soon	haufi, haufinyane, kapele, ka-mosô	stoop (over)	inama
sore	bohloko	stop	ema, ëmisa, thiba
sorghum	mabêlê	store	lebênkêlê
be sorry	soaba	stove	setôfo
soup	sôphô	straighten	kôbolla
south	boroa	stream	nokana
sow	jala	strength	matla
speak	bua	strike	ôtla, shapa
speak to each other	buisana	string	khoêlê
spear	lerumô	strong	matla
speech	puô	storm	sefefô
spend the night	lala	student	moru tuo
spherical	-chitja	study	ithuta, thutô
spirit	môea	sufficient (be)	lekane
spoon	khaba	sugar	tsoekere
spouse	mohatsa	suggest	hlahisa
spring	seliba; selemô	summer	(le)hlabula
stab	hlaba	summon	bitsa
stable	setala	sun	letsatsi
stamp	têmpa, setêmpê	supper	lijô tsa-mantsiboea
stand	ëmisa	surpass	feta
stand up	êma	suspect	belaêla
start	qala	sweat	mofufutsô
stay behind	sala	sweater	jësi
steal	utsoa	sweep	fiêla
stick	molamu	sweeten	noka
		sweetness	monate

T

table	tafolê	though	leha
tablecloth	lesela	three	tharo
take	nka	thresh	pola
take away	tlosa	threshing floor	seôtlô
take care of	baballa	throat	mmetsô
take out	ntša	throw (with care)	akhêla
take to	isa	thus	tjêna, joalô
talk	bua	tidiness	makhêthê
tall	-lêlêlê	tie	fasa, thae, tlama
tame (be)	thapa	time	nakô, mohla
taste	utloa, latsoa	times (how many)?	hakae?
tax	khafa	tin	bolêkana
tea	teë	tire	khathala, khathatsa
teach	ruta	to	ho-
teacher	tichêrê	tobacco	koae
tell	bolêla	today	kajêno
tell (something to somebody)	bolêlla	together	mmôhôn
temperature (a fever)	mochesô oa-mmele	tomorrow	hosasa, hosasane
temperature	mochesô	tongue	leleme
ten	leshomê	tooth	leinô
tender	bonôlô	torment	hloko fatsa
tether	ropa	toss	akhêla
thank	lêboha	towards	ka-nnga ea-
thank you	tanki	town	tôrôpô, motse
that	hore	train	terene
then	hê, hêê	travel	êta
there	môno, möö	traveler	moëti
they, them	bôna	tree	sefatê
thin (be)	ôta, fôkôla	tribe	sechaba
thing	nthô	trouble	khathatsa
think	khôloa	trousers	borikhoë
think of	hopola	truck	kôlôi
thirst	lenyôra	true	nnete, sebele
thirsty (become)	nyôroa	truly	kannete, ruri
		trust	tšêpa
		truth	nnete

try	leka
turn	tjeka
twine	khoêlê
two	-bêli, pê!i
type	mofuta

village	motse
visible (become)	bônahala
visit	chaka, chakêla, ê'a
voice	lentsoe
volunteer	moithaopi

U

ugly	-be
unbridle	tomolla
uncinch	hörötolla
uncle	malomê
uncover	koaholla
under	tlase, tlasa
underneath	katlase
understand	utloisisa
underwear	sökisi
undo	hlöpholla
undress	hlobola
unload	bofolla
unsaddle	qhanolla
untie	tlamolla, fasolla
until	ho-isa
unwind	thatolla
up	holimo
urinate	ntša mētsi
pass water, urinate	rota, ntša metsi (for adults), sesa (for children)
use	sēbēlisa

V

vaccinate	ênta
valuable	bohlôkoa
value	bohlôkoa
variety	mofuta
vegetable	morôhō
very much	haholo

W

wagon	kölöi
wait	êma, butlê
wait for	êmêla
walk	tsamaea
wake up	tsoha
wall	lerakô
want	batla
warm	futhumala
wars of devastation	faqane
wash	hlatsoa, hlapa
wash (yourself)	itlhatsoa
watch	oache
water	mētsi
water pot	nkhô
watermelon	lehapu
way	tsela
we	rona
weak	fôkôla
wealth	leruô
wear	tena
weed	hlabla
week	bêkê, libêkê
weep	lla
weight	boima
well	seliba, hantlê
west	bophirimêla
wet (get)	kôlôba
what?	efe?, eng? (also -ng?)

Y

wheat	körö		
when	ha-		
when?	neng?	year	selemô
where?	kae?, hokae?	year (next)	isao
which? what	efe?, ofe?, sefe?, life?, etc.	yellow	-sêhla
		yes	ëë
white	-soëu	yesterday	maobane
who?	mang?	yesterday (day before)	maoba
whole	kaofêla		
whom?	mang?	yet	empa, sa
whose?	ea-mang?	yes (not)	ë=sö
why?	ke'ng?, hobane'ng?, ka-baka la'ng?	young	-cha, -nyenyane
		your	-hao (poss pron)
wickedness	bobe	youth	mohlankana, bahlankana
wide	-batsi		
wife	mohatsa, mosali		
wind	môea, thata		
wind (strong)	sefefô		
window	fëstëre		
winnow	ölosa		
winter	mariha		
wire	terata		
wisdom	bohlale		
wise	bohlale		
wise (get)	hlalefa		
wish	batla		
with	le-		
woman	mosali		
wool	bôea		
word	lentsoe		
work	mosëbëtsi		
world	lefatšë		
write	-ngöla		
wrong (be)	fösa		